DOCUMENT RESUME

ED 132 519 CS 003 074

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TITLE	The PCRS (Parent-Child Reading System) Post Test Manual, Vol. I; The Des Moines Family Learning Project.
INSTITUTION	Des Moines Area Community Coll., Ankeny, Iowa.; Des Moines Public Schools, Iowa.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	76
GRANT	OEG-7-72-0066
NOTE	391p.
EDRS PRICE	MF-$0.83 HC-$20.75 Plus Postage.
DESCRIPTORS	Education Service Centers; Elementary Education; *Family Programs; Manuals; *Parent Participation; Parent Student Relationship; *Post Testing; *Reading Centers; Reading Improvement; *Reading Instruction; Reading Programs; Reading Skills
IDENTIFIERS	Iowa (Des Moines); *Parent Child Reading System

ABSTRACT

The Parent-Child Reading System, a way of organizing instructional materials for reading so that parents can become continuously involved in helping to improve their children's reading abilities, may be used in connection with family learning center workshops, in schools, or in institutions maintaining contact with schools. This document contains the first set of posttests which determine whether children have mastered the skills on which they and their parents have been working. The format of the posttests is varied and is determined by the level of difficulty and the nature of the objective being tested. (JM)

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THE DES MOINES FAMILY LEARNING PROJECT

THE PCRS

(PARENT - CHILD READING SYSTEM)

POST TEST MANUAL - VOL I

Editor: Martin Miller

The Des Moines Family Learning Project
is a joint effort of the Des Moines Public Schools
and the Des Moines Area Community College

Operated by
The Department of Community and Adult Education
Des Moines Schools
1800 Grand
Des Moines, Iowa 50307

Dr. Gareld Jackson, Director

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Funded under the Adult Education Act of 1966, Sec. 309. (b)

OEG -7-72-0066

CS 003 074

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THE PCRS

POST-TEST
•010
Page 1

NAME________________________________
DATE________________________________

DIRECTIONS: Ask the child to sing the patterns you tell him. For example:

1. high high low $\overline{\uparrow}$ $\overline{\uparrow}$ $\underline{\downarrow}$
2. low high low $\underline{\downarrow}$ $\overline{\uparrow}$ $\underline{\downarrow}$
3. low low high $\underline{\downarrow}$ $\underline{\downarrow}$ $\overline{\uparrow}$
4. high low low $\overline{\uparrow}$ $\underline{\downarrow}$ $\underline{\downarrow}$
5. low high high $\underline{\downarrow}$ $\overline{\uparrow}$ $\overline{\uparrow}$
6. high low high $\overline{\uparrow}$ $\underline{\downarrow}$ $\overline{\uparrow}$
7. high high high $\overline{\uparrow}$ $\overline{\uparrow}$ $\overline{\uparrow}$
8. high low high $\overline{\uparrow}$ $\underline{\downarrow}$ $\overline{\uparrow}$
9. low low low $\underline{\downarrow}$ $\underline{\downarrow}$ $\underline{\downarrow}$
10. low low high $\underline{\downarrow}$ $\underline{\downarrow}$ $\overline{\uparrow}$
11. high high low $\overline{\uparrow}$ $\overline{\uparrow}$ $\underline{\downarrow}$
12. low high high $\underline{\downarrow}$ $\overline{\uparrow}$ $\overline{\uparrow}$

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 1

THE PCRS

NAME____________________________ Self Checking
DATE____________________________

POST-TEST
•010
Page 1

DIRECTIONS: Ask the child to sing the patterns you tell him. For example:

1.	high	high	low	↑	↑	↓
2.	low	high	low	↓	↑	↓
3.	low	low	high	↓	↓	↑
4.	high	low	low	↑	↓	↓
5.	low	high	high	↓	↑	↑
6.	high	low	high	↑	↓	↑
7.	high	high	high	↑	↑	↑
8.	high	low	high	↑	↓	↑
9.	low	low	low	↓	↓	↓
10.	low	low	high	↓	↓	↑
11.	high	high	low	↑	↑	↓
12.	low	high	high	↓	↑	↑

Score ☐

4

PT: 2

Carolyn Farquahr, Bettye Jennings, and Elaine Weber, PATTR (Personalized Approach To Teaching Reading) (Midland, Mich. 1972). Used with permission of the publisher, Pendell Publishing Co.

THE PCRS

POST-TEST
•010
Page 2

NAME________________________
DATE________________________

DIRECTIONS: Ask the child to "hum" the pattern you give him. Use words in place of sounds. Examples: run rabbit run

1. long short short = ______ __ __
2. short long long = __ ______ ______
3. long long long = ______ ______ ______
4. short short short = __ __ __
5. short long short = __ ______ __
6. long short long = ______ __ ______
7. short short long = __ __ ______
8. long short long = ______ __ ______
9. long long short = ______ ______ __
10. short short short = __ __ __
11. long short short = ______ __ __
12. short long short = __ ______ __

Score

THE PCRS

NAME ________________________
DATE ________________________

Self
Checking

POST-TEST
•010
Page 2

DIRECTIONS: Ask the child to "hum" the pattern you give him. Use words in place of sounds. Examples: run rabbit run

1. long short short = ______ __ __
2. short long long = __ ______ ______
3. long long long = ______ ______ ______
4. short short short = __ __ __
5. short long short = __ ______ __
6. long short long = ______ __ ______
7. short short long = __ __ ______
8. long short long = ______ __ ______
9. long long short = ______ ______ __
10. short short short = __ __ __
11. long short short = ______ __ __
12. short long short = __ ______ __

Score

Carolyn Farquahr, Bettye Jennings, and Elaine Weber, PATTR (Personalized Approach To Teaching Reading) (Midland, Mich. 1972).
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THE PCRS

POST-TEST
•010
Page 3

NAME________________________
DATE________________________

DIRECTIONS: Read the child the following directions and ask him to produce the loud -- soft patterns. Vary the pattern for each dhild being tested.

1.	loud	loud	loud
2.	soft	soft	soft
3.	loud	soft	loud
4.	soft	soft	loud
5.	soft	loud	loud
6.	soft	loud	soft
7.	loud	soft	soft
8.	loud	soft	loud
9.	soft	soft	loud
10.	soft	loud	soft
11.	loud	loud	soft
12.	soft	loud	loud

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME________________________
DATE________________________

Self
Checking

POST-TEST
•010
Page 3

DIRECTIONS: Read the child the following directions and ask him to produce the loud -- soft patterns. Vary the pattern for each dhild being tested.

1.	loud	loud	loud
2.	soft	soft	soft
3.	loud	soft	loud
4.	soft	soft	loud
5.	soft	loud	loud
6.	soft	loud	soft
7.	loud	soft	soft
8.	loud	soft	loud
9.	soft	soft	loud
10.	soft	loud	soft
11.	loud	loud	soft
12.	soft	loud	loud

Score ☐

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PT: 6

THE PCRS

POST-TEST
•010
Page 4

NAME ______________________________
DATE ______________________________

DIRECTIONS: The rhythm of each pattern must be established and maintained very accurately. Clap for each child as he has a turn in the testing. Select three of the rhythms for each child being tested. Establish the tapping pattern (clap, or tap each pattern as shown three times) and instruct the child to tap the same pattern he hears (in his turn). Do not count off for a tag-end beat (X X X O / X X X O). Give credit for the rhythm (X O X X / X O X X).

Key: X = one beat (tap or clap)   O = one rest
Patterns are given in 4/4 time.

1. X O X X / X O X X
2. X O X O / X O X O
3. X O O X / X O O X
4. X X O X / X X O X
5. X X X X / X X X X
6. X X X O / X X X O
7. X X X O / X X X O
8. X X O O / X X O O
9. X O X O / X O X O
10. X O X X / X O X X
11. X X O X / X X O X
12. X O O X / X O O X

Score ☐

THE PCRS

NAME____________________________
DATE____________________________

Self
Checking

POST-TEST
•010
Page 4

DIRECTIONS: The rhythm of each pattern must be established and maintained very accurately. Clap for each child as he has a turn in the testing. Select three of the rhythms for each child being tested. Establish the tapping pattern (clap, or tap each pattern as shown three times) and instruct the child to tap the same pattern he hears (in his turn). Do not count off for a tag-end beat (X X X O / X X X O). Give credit for the rhythm (X O X X / X O X X).

Key: X = one beat (tap or clap) O = one rest
Patterns are given in 4/4 time.

1. X O X X / X O X X
2. X O X O / X O X O
3. X O O X / X O O X
4. X X O X / X X O X
5. X X X X / X X X X
6. X X X O / X X X O
7. X X X O / X X X O
8. X X O O / X X O O
9. X O X O / X O X O
10. X O X X / X O X X
11. X X O X / X X O X
12. X O O X / X O O X

Score

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THE PCRS

POST-TEST

•011

NAME______________________________

DATE______________________________

DIRECTIONS: Read the word pairs to the child. Ask if they are the same word or two different words.

1. stare -- stare
2. head -- head
3. rack -- wreath
4. tune -- tune
5. vest -- vest
6. vain -- main
7. pale -- pain
8. cube -- cub
9. sock -- soak
10. hail -- meal

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 9

THE PCRS

POST-TEST
•011

NAME____________________
DATE____________________

DIRECTIONS: Read the word pairs to the child. Ask if they are the same word or two different words.

1. stare -- stare	SAME
2. head -- head	SAME
3. rack -- wreath	Different
4. tune -- tune	Different
5. vest -- vest	SAME
6. vain -- main	Different
7. pale -- pain	Different
8. cube -- cub	Different
9. sock -- soak	Different
10. hail -- meal	Different

Score

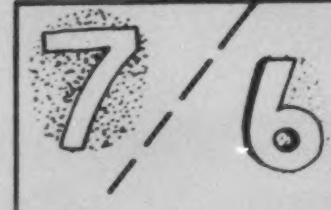
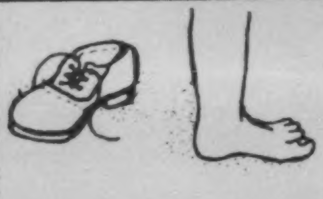
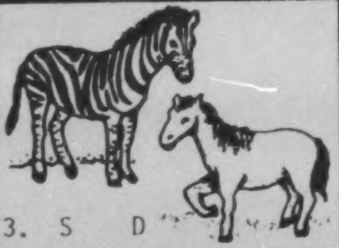
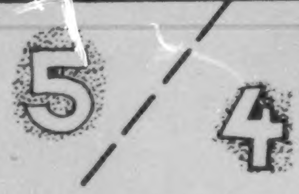
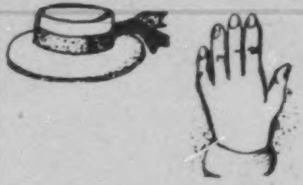
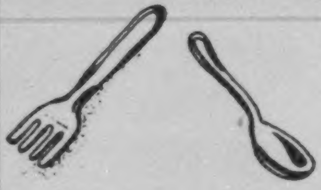
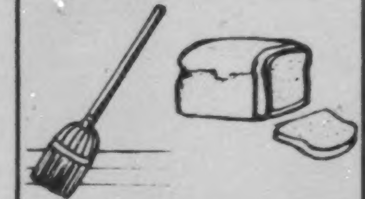
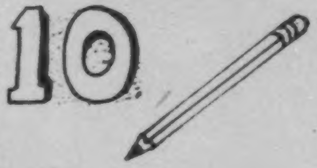
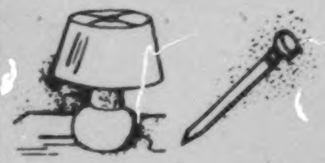
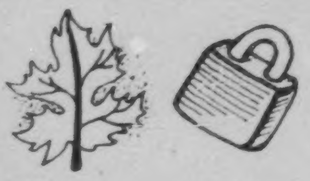
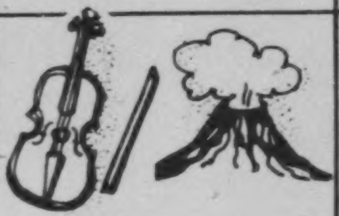
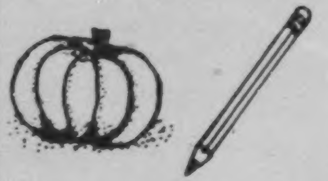
PT: 10

THE PCRS

POST-TEST
•012

NAME ____________________
DATE ____________________

DIRECTIONS: Circle S if the beginning sounds are the same. Circle D if the beginning sounds are different.

 1. S D	 2. S D	 3. S D
 4. S D	 5. S D	 6. S D
 7. S D	 8. S D	 9. S D
 10. S D	 11. S D	 12. S D

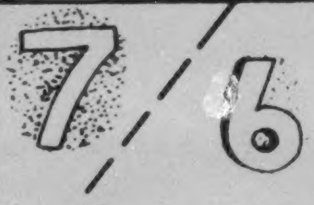
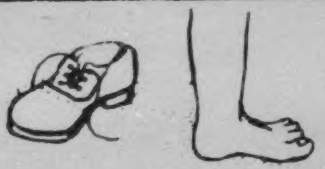
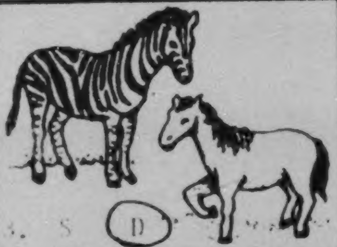
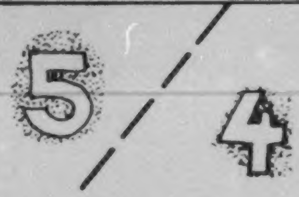
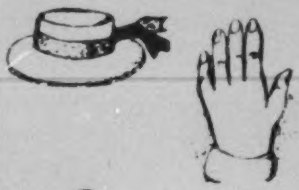
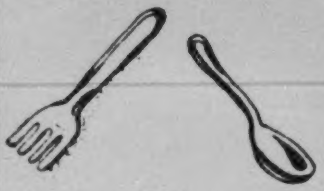
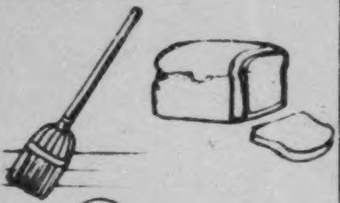
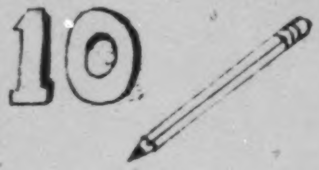
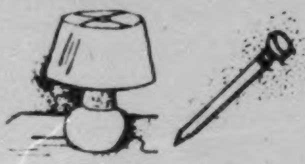
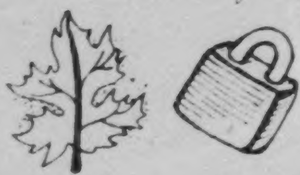
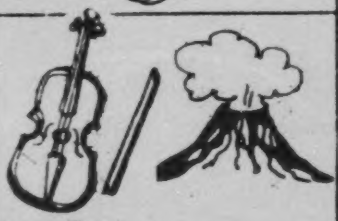
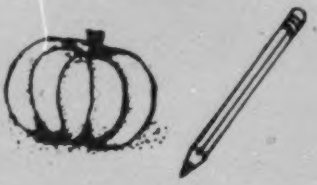
Score

THE PCRS

POST-TEST
•012

NAME ______________________________
DATE ______________________________

DIRECTIONS: Circle S if the beginning sounds are the same. Circle D if the beginning sounds are different.

 1. [✓ S] D	 2. S [✓ D]	 3. S [✓ D]
 4. [✓ S] D	 5. [✓ S] D	 6. S [✓ D]
 7. [✓ S] D	 8. S [✓ D]	 9. S [✓ D]
 10. [✓ S] D	 11. [✓ S] D	 12. [✓ S] D

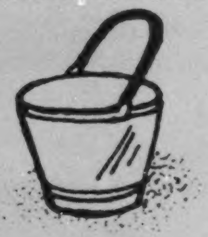
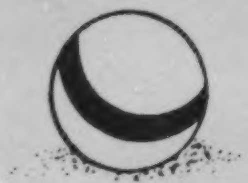
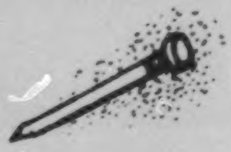
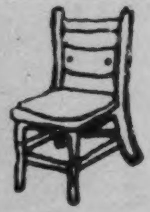
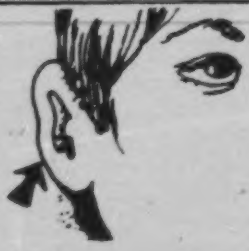
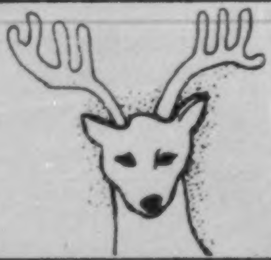
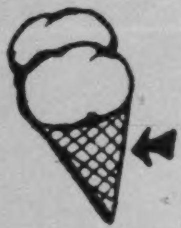
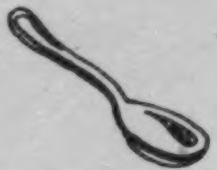
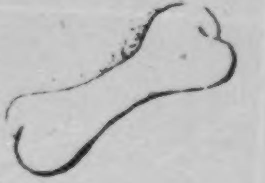
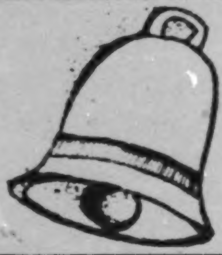
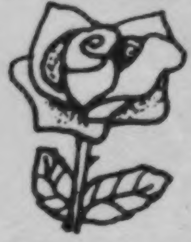
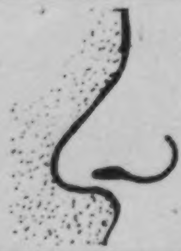
Score

THE PCRS

POST-TEST
•013
Page 1

NAME________________________________
DATE________________________________

DIRECTIONS: In each row, circle the pictures that rhyme.

Row 1			
Row 2			
Row 3			
Row 4			

Score

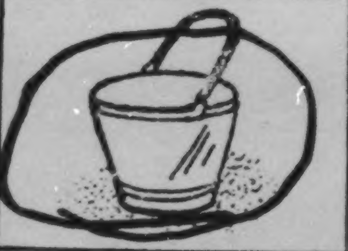
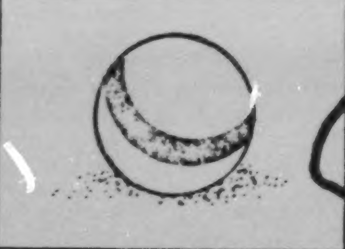
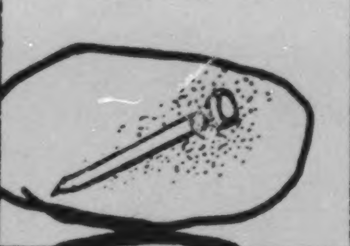
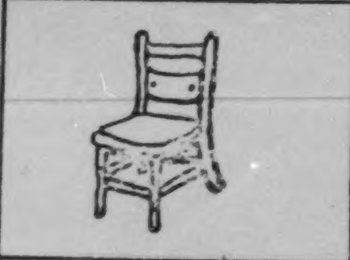
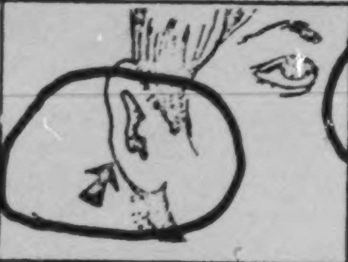
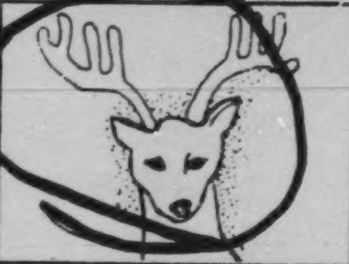
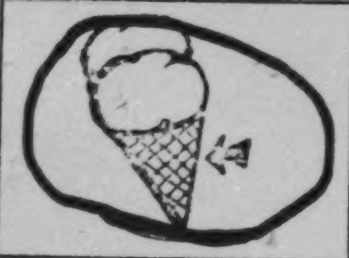
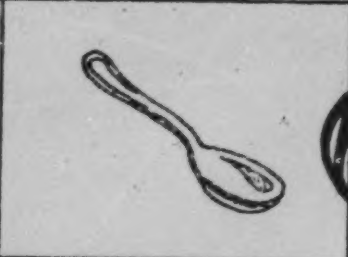
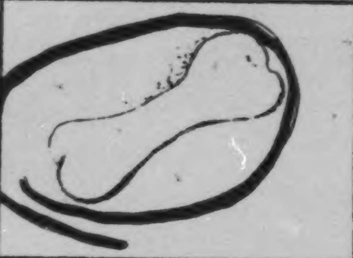
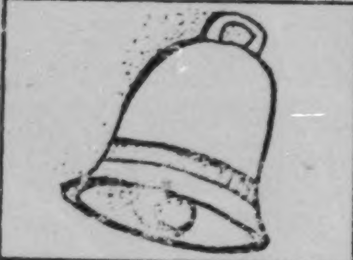
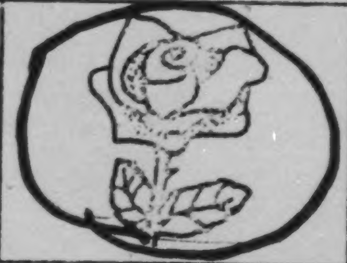
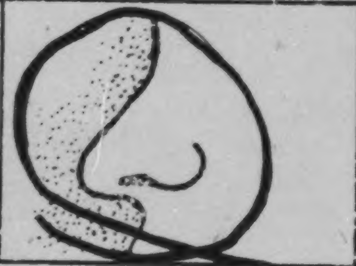
ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST
•013
Page 1

NAME ______________________________
DATE ______________________________

DIRECTIONS: In each row, circle the pictures that rhyme.

Row 1			
Row 2			
Row 3			
Row 4			

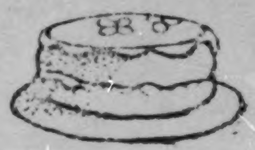
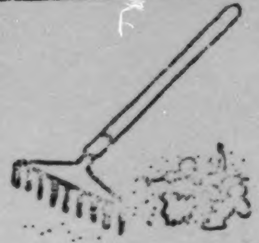
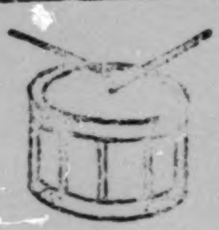
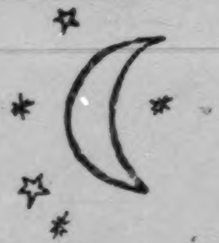
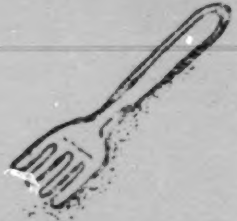
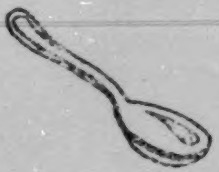
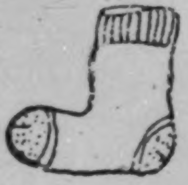
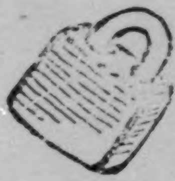
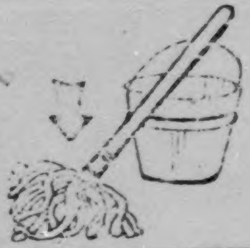
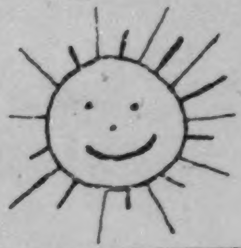
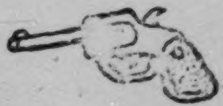
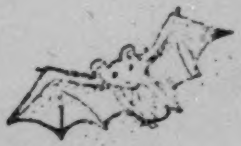
Score

THE PCRS

NAME ______________________________

DATE ______________________________

DIRECTIONS: In each row, circle the pictures that rhyme.

Row 5			
Row 6			
Row 7			
Row 8			

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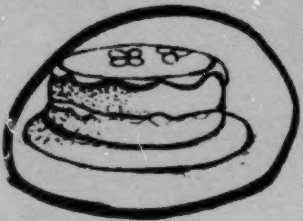
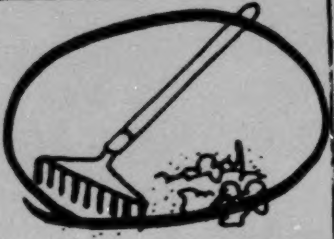
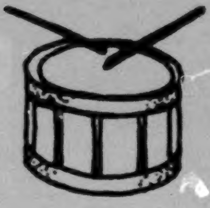
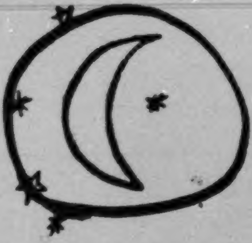
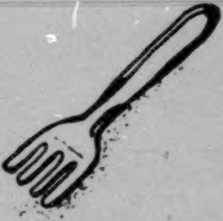
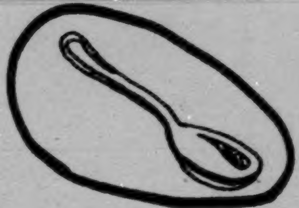
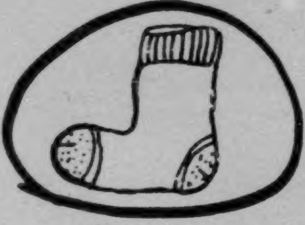
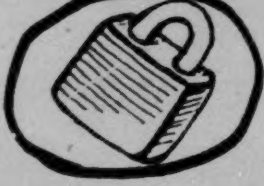
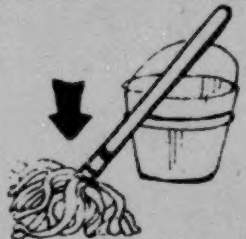
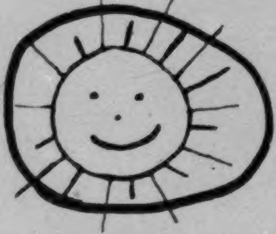
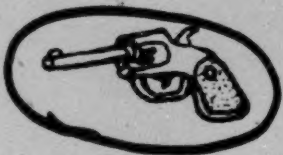
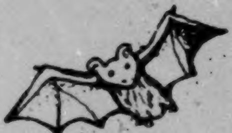
NAME________________________________

DATE________________________________

DIRECTIONS: In each row, circle the pictures that rhyme.

Row 5			
Row 6			
Row 7			
Row 8			

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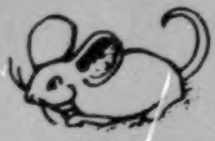
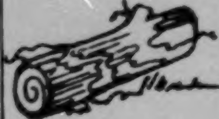
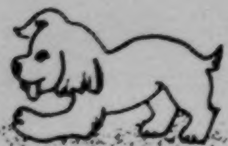
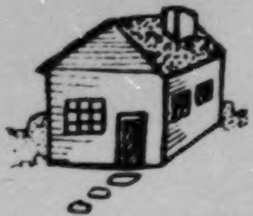
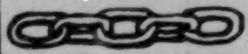
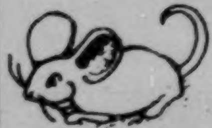
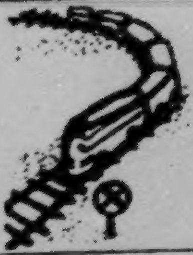
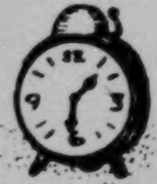
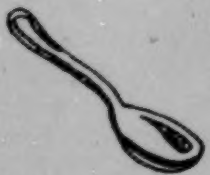
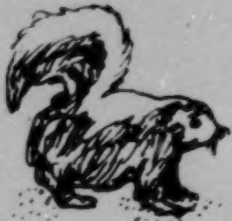
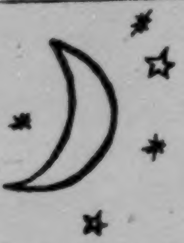
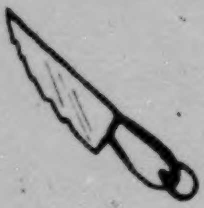
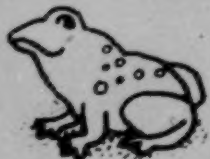
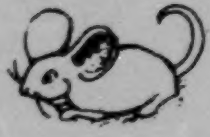
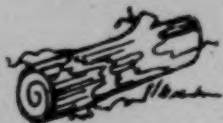
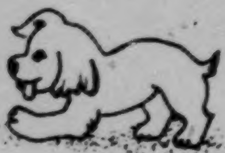
Page 1

NAME ______________________
DATE ______________________

DIRECTIONS: Circle the pictures that rhyme with the first picture.

Row 1				
Row 2				
Row 3				
Row 4				

Score ☐

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OMAHA PUBLIC SCHOOLS

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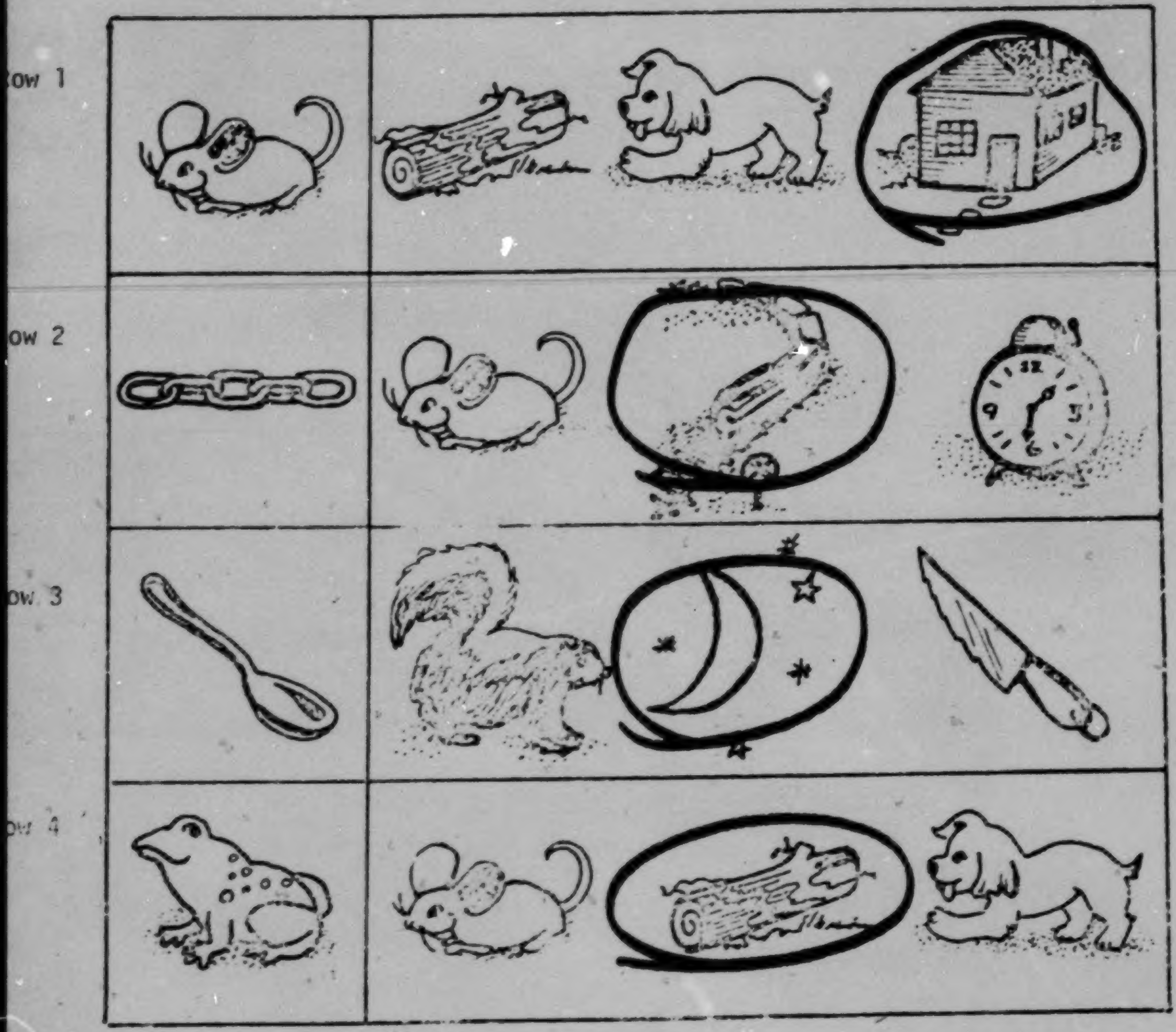
Page 1

NAME ____________________________
DATE ____________________________

DIRECTIONS: Circle the pictures that rhyme with the first picture.


ow 1
ow 2
ow. 3
ow 4

Score ☐

THE PCRS

[illegible]
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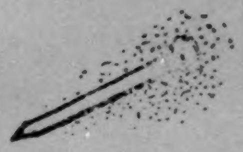
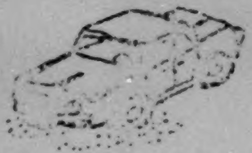
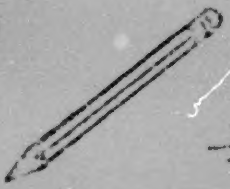
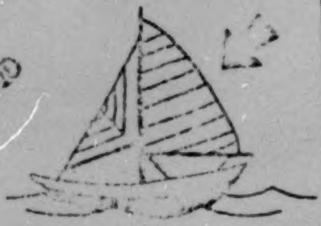
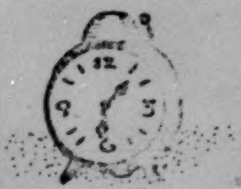
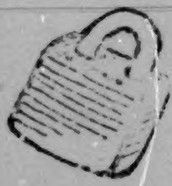
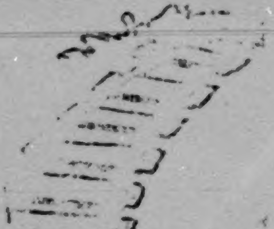
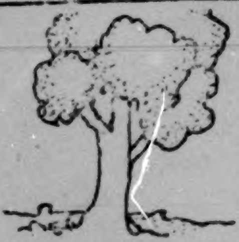
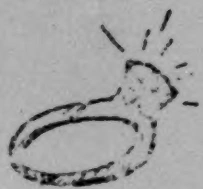
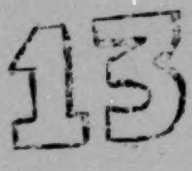
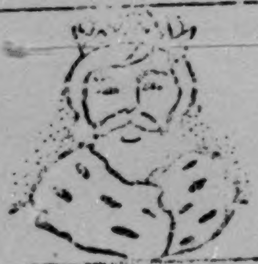
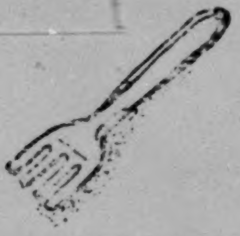
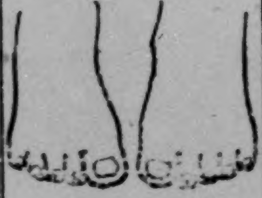
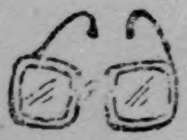
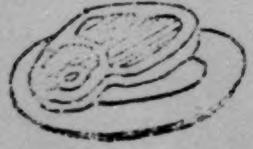
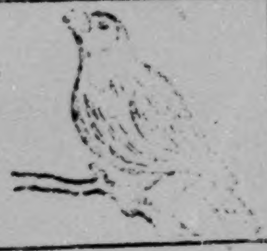
Page 2

NAME ________________________

DATE ________________________

DIRECTIONS: Circle the pictures that rhyme with the first picture.

Row 5				
Row 6				
Row 7				
Row 8				

Score ☐

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OMAHA PUBLIC SCHOOLS

THE PCRS

SYSTEM 1 READ

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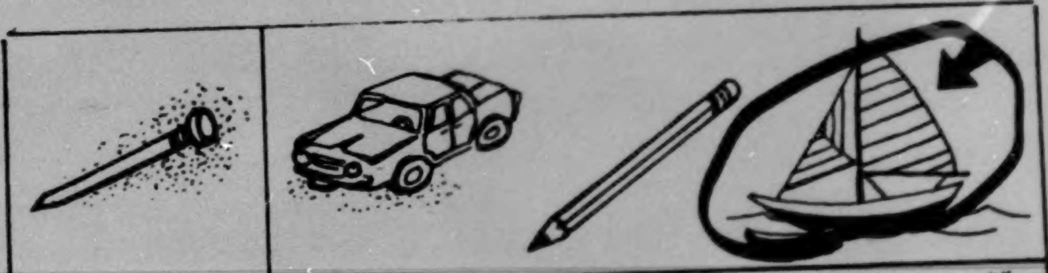
Page 2

NAME ______________________________
DATE ______________________________

DIRECTIONS: Circle the pictures that rhyme with the first picture.

Row 5



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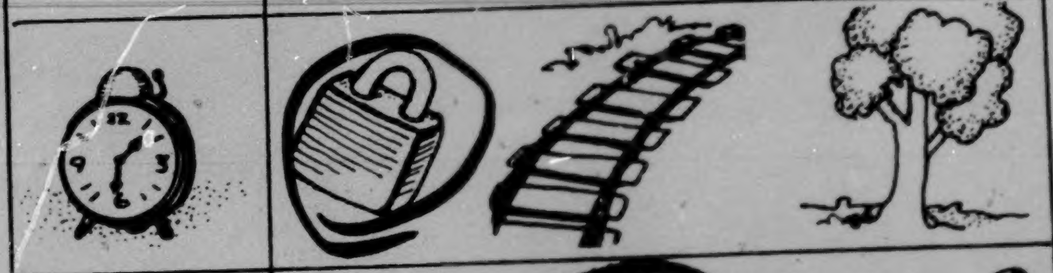
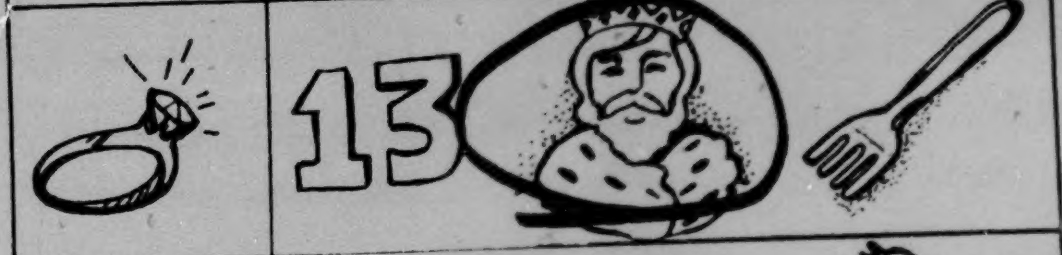
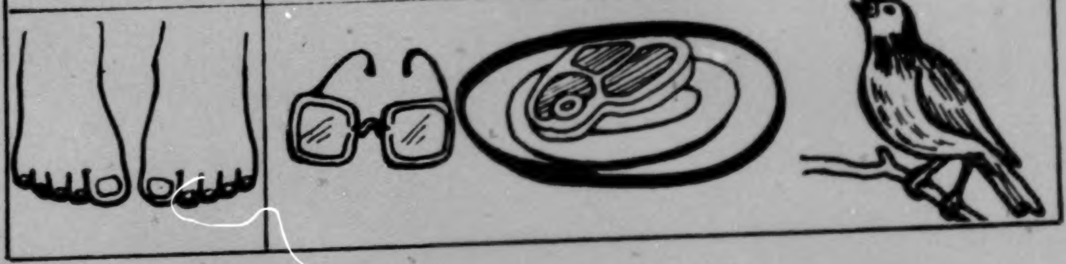


Row 7



Row 8



Score

THE PCRS

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NAME ________________________

DATE ________________________

DIRECTIONS: Ask your teacher to read the words on the bottom of the page. Say whether the letter is beginning, middle or ending.

	Beginning	Middle	Ending
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

L	Tolling	S	Selfish
B	Bargain	G	Returning
A	About	N	Nineteen
G	Age	I	Relinquish
S	Sailboat	A	Estimate
C	Cigarette	E	Equal

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 21

THE PCRS
SYSTEM 1 READ

POST-TEST
·018

NAME____________________
DATE____________________

DIRECTIONS: Get test tape 018. Use the post-test side. Follow the directions.

	Beginning	Middle	Ending
1.		X	
2.	X		
3.	X		
4.		X	
5.	X		
6.	X		
7.	X		X
8.			X
9.	X		X
10.		X	X
11.			X
12.	X		

Score ☐

THE PCRS

POST-TEST
•019

NAME____________________________
DATE____________________________

DIRECTIONS: Give the isolated sounds; the child is to blend them and tell you what the word is.

	Tester	Child	
	Isolated Sounds	Blended	Word
1.	f a t	f a t	fat
2.	g o	g o	go
3.	f i gh t	f i ght	fight
4.	c r y	c r y	cry
5.	tr ai n	tr ai n	train
6.	k i te	k i te	kite
7.	r i de	r i de	ride
8.	f a s t	f a s t	fast
9.	s l i de	s l i de	slide
10.	h o me	h o me	home
11.	b a t	b a t	bat
12.	f a ll	f a ll	fall

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME________________________ Self Checking
DATE________________________

POST-TEST
•019

DIRECTIONS: Give the isolated sounds; the child is to blend them and tell you what the word is.

	Tester	Child	
	Isolated Sounds	Blended	Word
1.	f a t	f a t	fat
2.	g o	g o	go
3.	f i gh t	f i ght	fight
4.	c r y	c r y	cry
5.	tr ai n	tr ai n	train
6.	k i te e	k i te	kite
7.	r i de	r i de	ride
8.	f a s t	f a s t	fast
9.	s l i de	s l i de	slide
10.	h o me	h o me	home
11.	b a t	b a t	bat
12.	f a ll	f a ll	fall

Score ☐

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THE PCRS

NAME______________________________
DATE______________________________

POST-TEST
•021

DIRECTIONS: Ask the child to correct the changes as you read the passages.

Jack and Jane went up the hill.
To steal a pail of water.
Jack jumped down and broke his crown.
And Jane came stumbling after.

Hey diddle, diddle, the fish and the fiddle.
The cat jumped over the broom.
The little dog laughed to see such fun,
And the plate ran away with the spoon.

Mary had a great big cow,
Its hair was white as snow.
And everywhere that Linda went,
The cow was sure to go.

Little girl blue
Come play your horn,
The goats are in the fields,
And the cows look so forelorn.

This little hog went to market.
This big pig stayed home.
This little pig had cooked beef.
This little pig had porridge,
This little pig went hippity hop all the way home.

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 25

THE PCRS

NAME____________________________
DATE____________________________

Self
Checking

POST-TEST
•021

DIRECTIONS: Ask the child to correct the changes as you read the passages.

Jack and Jane went up the hill.
To steal a pail of water.
Jack jumped down and broke his crown.
And Jane came stumbling after.

Hey diddle, diddle, the fish and the fiddle.
The cat jumped over the broom.
The little dog laughed to see such fun,
And the plate ran away with the spoon.

Mary had a great big cow,
Its hair was white as snow.
And everywhere that Linda went,
The cow was sure to go.

Little girl blue
Come play your horn,
The goats are in the fields,
And the cows look so forelorn.

This little hog went to market.
This big pig stayed home.
This little pig had cooked beef.
This little pig had porridge,
This little pig went hippity hop all the way home.

Score ☐

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THE PCRS

POST-TEST
•022

NAME________________________
DATE________________________

DIRECTIONS: Flash color card and have the child name a color in turn. Be sure each child identifies red, blue, yellow, orange, green, purple.

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME ________________________
DATE ________________________

Self
Checking

POST-TEST
•022

DIRECTIONS: Flash color card and have the child name a color in turn. Be sure each child identifies red, blue, yellow, orange, green, purple.

Score

PT: 28

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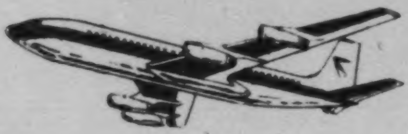
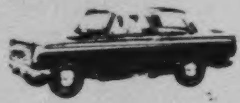
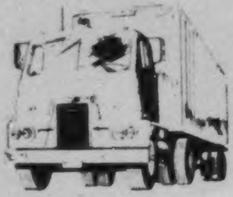
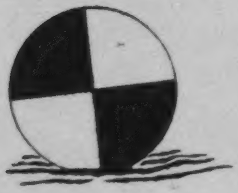
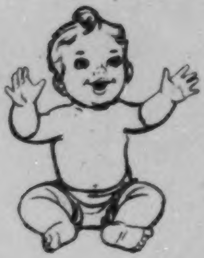
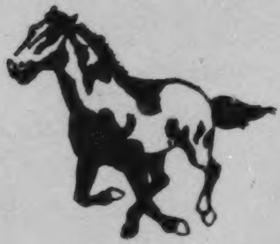
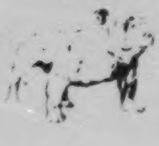
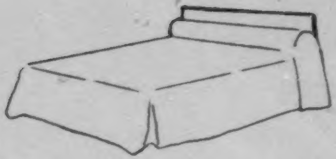
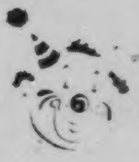
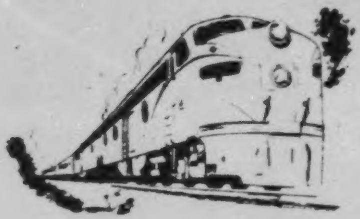
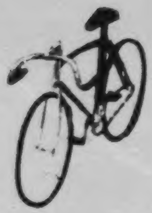
THE PCRS

POST-TEST
•023

NAME________________________
DATE________________________

DIRECTIONS: Have the child name and point to all the pictures as we do in our reading books in the rows below. He should "read" from left to right. (Give each child a chance to read 3 pictures.) or Give each child a set of 2 sequence cards and ask him to arrange them. See if he arranges them in the right order.

Score

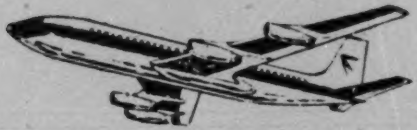
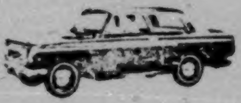
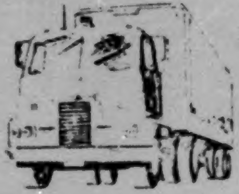
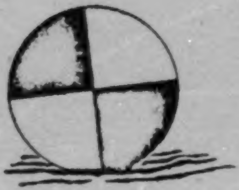
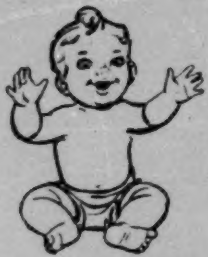
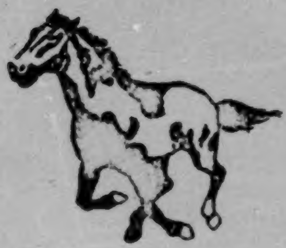
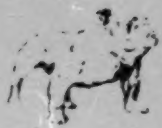
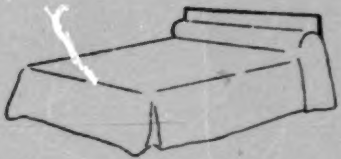
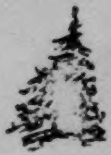
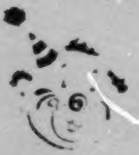
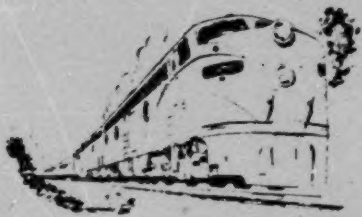
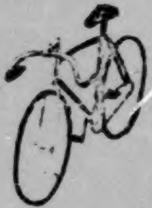
ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME________________________ Self
DATE________________________ Checking

POST-TEST
•023

DIRECTIONS: Have the child name and point to all the pictures as we do in our reading books in the rows below. He should "read" from left to right. (Give each child a chance to read 3 pictures.) or Give each child a set of 2 sequence cards and ask him to arrange them. See if he arranges them in the right order.

Score

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THE PCRS

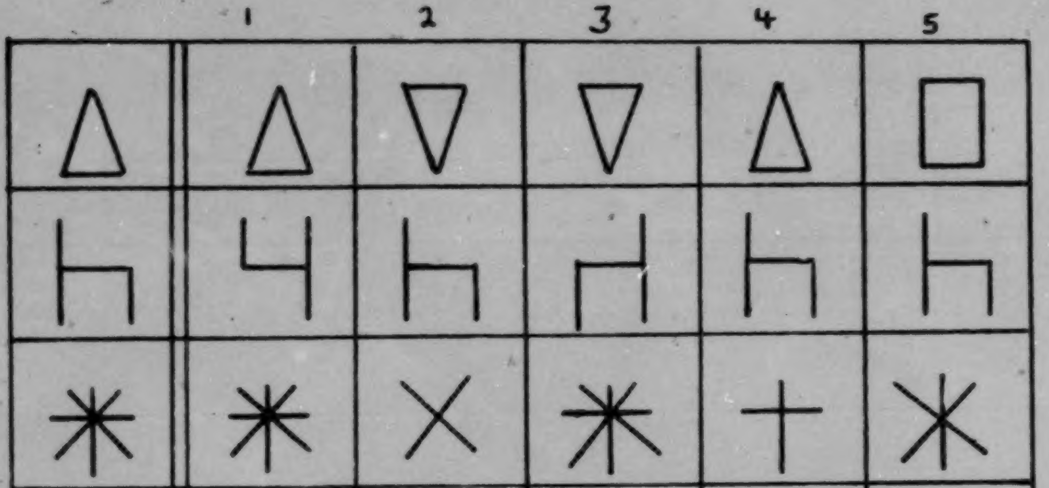
POST-TEST

•024

NAME ______________________

DATE ______________________

DIRECTIONS: Look at each row of objects. Circle all of the objects that look like the first one in each row.



Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

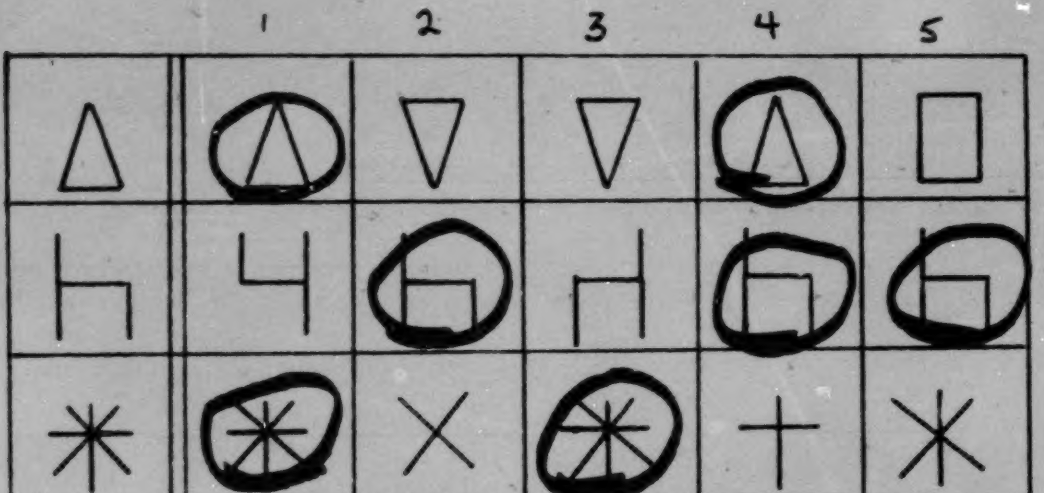
POST TEST

·024

NAME ______________________

DATE ______________________

DIRECTIONS: Look at each row of objects. Circle all of the objects that look like the first one in each row.



Score

THE PCRS

POST-TEST

•025

NAME ______________________________
DATE ______________________________

DIRECTIONS: Look at each row of letters. Circle all of the letters that look like the first one in each row.

a	c	a	a	b	a
d	b	d	d	d	b
B	B	P	B	D	B
C	G	C	G	D	C
R	P	R	D	R	R
W	M	W	m	W	V
X	x	X	Y	X	Y

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 33

THE PCRS

POST-TEST
•025

NAME ______________________
DATE ______________________

DIRECTIONS: Look at each row of letters. Circle all of the letters that look like the first one in each row.

a	c	[✓ a]	[✓ a]	b	[✓ a]
d	b	[✓ d]	[✓ d]	[✓ d]	b
B	[✓ B]	P	[✓ B]	D	[✓ B]
C	G	[✓ C]	G	D	[✓ C]
R	P	[✓ R]	D	[✓ R]	[✓ R]
W	M	[✓ W]	m	[✓ W]	V
X	x	[✓ X]	Y	[✓ X]	Y

Score ☐

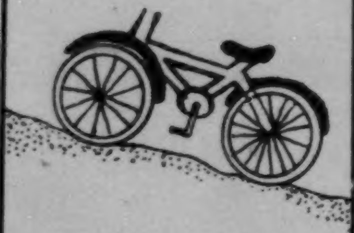
THE PCRS

POST-TEST
•026

NAME ______________________________
DATE ______________________________

DIRECTIONS: Look at each picture. Draw in the missing part.

1.



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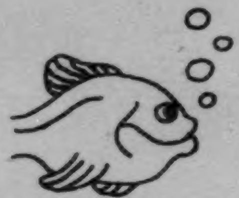

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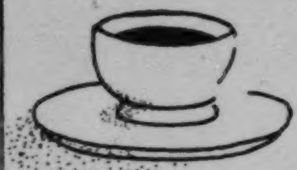

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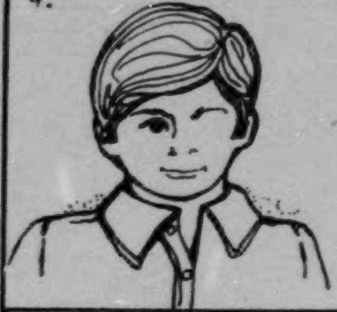

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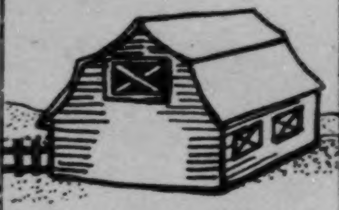

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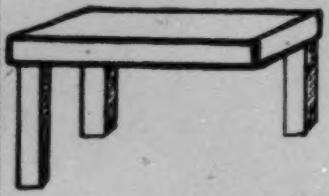

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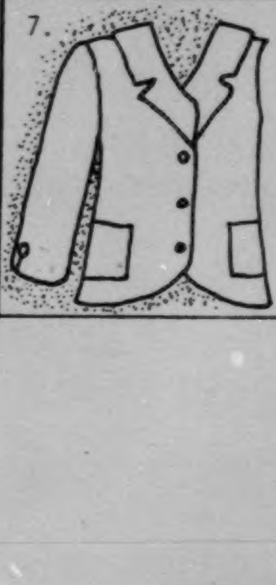

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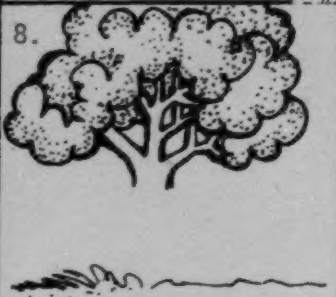

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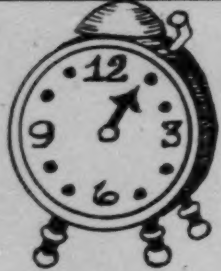


Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME ______________________

DATE ______________________

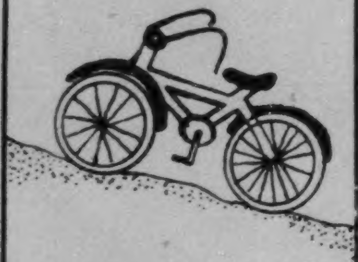
Self
Checking

POST-TEST

·026

DIRECTIONS: Look at each picture. Draw in the missing part.

1.



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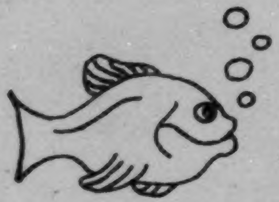

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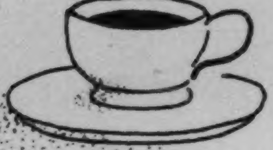

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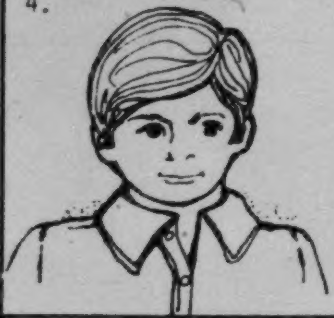

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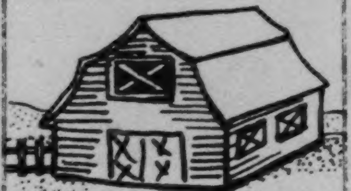

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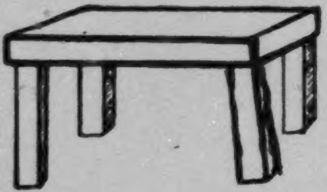

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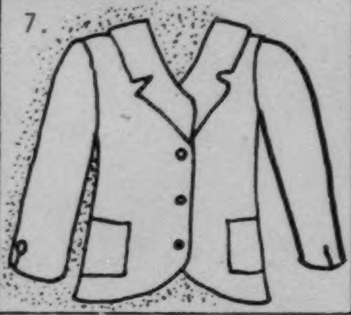

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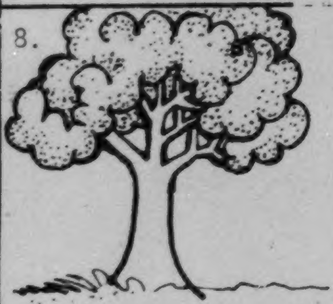

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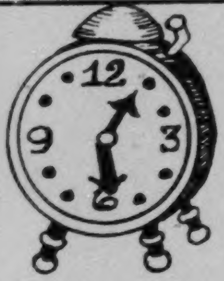

Score

THE PCRS

POST-TEST
•027

NAME ____________________
DATE ____________________

DIRECTIONS: Look at the key word. Circle the word that is the SAME as the key word.

1.	then	ten	thin	the	then	me
2.	when	with	when	may	what	wan
3.	said	tell	said	they	sail	sated
4.	funny	found	funny	but	finny	have
5.	think	pretty	white	think	take	thank
6.	around	better	around	pretty	arose	from
7.	want	white	who	want	went	were
8.	his	him	his	hot	at	hip
9.	no	go	no	not	so	she
10.	this	draw	this	that	they	tell

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST
•027

NAME ____________________
DATE ____________________

DIRECTIONS: Look at the key word. Circle the word that is the SAME as the key word.

1.	then	ten	thin	the	[✓ then]	me
2.	when	with	[✓ when]	may	what	wan
3.	said	tell	[✓ said]	they	sail	sated
4.	funny	found	[✓ funny]	but	finny	have
5.	think	pretty	white	[✓ think]	take	thank
6.	around	better	[✓ around]	pretty	arose	from
7.	want	white	who	[✓ want]	went	were
8.	his	him	[✓ his]	hot	at	hip
9.	no	go	[✓ no]	not	so	she
10.	this	draw	[✓ this]	that	they	tell

Score ☐

THE PCRS

POST-TEST

•028

NAME ____________________

DATE ____________________

DIRECTIONS: Look at each set of words below. One of the words has a letter or letters missing. Add a letter to make the words look the same.

box	hum	Mom
_ox	_um	_om

bat	rob	fit
__t	_o_	_i_

rug	Sam	paid
__g	S_m	p__d

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST
•028

NAME ______________________
DATE ______________________

DIRECTIONS: Look at each set of words below. One of the words has a letter or letters missing. Add a letter to make the words look the same.

box	hum	Mom
box	hum	Mom

bat	rob	fit
bat	rob	fit

rug	Sam	paid
rug	Sam	paid

Score

THE PCRS

NAME
DATE

POST-TEST
•029

DIRECTIONS: Look at the underlined word in each row. Circle all the words that have the same ending as the underlined word.

Example: hand hane sand ban

1.	track	sack	shut	back
2.	shell	fell	trap	look
3.	book	hook	look	took
4.	ham	dog	hog	ram
5.	spoon	balloon	home	cat
6.	cat	frog	rat	hat
7.	rose	caught	hose	clock
8.	clock	rock	sock	block

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME ____________________

DATE ____________________

POST-TEST
•029

DIRECTIONS: Look at the underlined word in each row. Circle all the words that have the same ending as the underlined word.

Example: hand hane sand ban

1. track [✓ sack] shut [✓ back]
2. shell [✓ fell] trap look
3. book [✓ hook] [✓ look] [✓ took]
4. ham dog hog [✓ ram]
5. spoon [✓ balloon] home cat
6. cat frog [✓ rat] [✓ hat]
7. rose caught [✓ nose] clock
8. clock [✓ rock] [✓ sock] [✓ block]

Score

THE PCRS

POST-TEST

•030

NAME____________________________

DATE____________________________

DIRECTIONS: Show the child three name cards and ask him to choose the name card that has __________ ____________ (his name) on it.

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME________________________
DATE________________________

Self
Checking

POST-TEST
•030

DIRECTIONS: Show the child three name cards and ask him to choose the name card that has __________ ____________ (his name) on it.

Score ☐

PT: 44

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THE PCRS

NAME______________________________
DATE_______________________________

POST-TEST
•032
Page 1

DIRECTIONS: Ask the child to make a line from left to right (from X) across the paper.

X

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME____________________
DATE____________________

Self
Checking

POST-TEST
•032
Page 1

DIRECTIONS: Ask the child to make a line from left to right (from X) across the paper.

X

Score ☐

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PT: 46

THE PCRS

POST-TEST

•032

Page 2

NAME____________________________

DATE____________________________

DIRECTIONS: Have the child draw three vertical (up and down, top to bottom) lines across the page, left to right.

Score ☐

THE PCRS

NAME____________________________
DATE____________________________

Self
Checking

POST-TEST
•032
Page 2

DIRECTIONS: Have the child draw three vertical (up and down, top to bottom) lines across the page, left to right.

Score ☐

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THE PCRS

POST-TEST
•033

NAME____________________________
DATE____________________________

DIRECTIONS: Have the child make a row of four marks on a page (top to bottom). Then give him another sheet of paper and have him reproduce his first row of marks after looking at that page.

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 49

THE PCRS

NAME____________________________
DATE____________________________

Self
Checking

POST-TEST
•033

DIRECTIONS: Have the child make a row of four marks on a page (top to bottom). Then give him another sheet of paper and have him reproduce his first row of marks after looking at that page.

Score

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THE PCRS

POST-TEST
•034

NAME______________________________
DATE______________________________

DIRECTIONS: Tell the child "Make a mark for the words that I read to you." Give him paper and pencil.

Story: (read slowly)
I saw a little bunny go hop, hop, hop.
I said to him, "Stop, stop, stop."

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 51

THE PCRS

NAME________________________ Self Checking POST-TEST
DATE________________________ •034

DIRECTIONS: Tell the child "Make a mark for the words that I read to you." Give him paper and pencil.

Story: (read slowly)
I saw a little bunny go hop, hop, hop.
I said to him, "Stop, stop, stop."

Score

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THE PCRS

POST-TEST

•035

NAME____
DATE____

DIRECTIONS: Look at the letter at the beginning of each row. Mark all the letters that look like or belong to the beginning letter in each row.

Ex.	M	m	w	M	x	N	
1.	B	b	d	B	b	d	
2.	M	m	w	M	n	m	
3.	j	k	J	j	g	J	
4.	u	v	u	w	u	U	
5.	x	Y	x	X	Y	X	
6.	t	t	T	h	T	h	
7.	n	u	N	n	u	n	
8.	E	c	e	C	e	E	
9.	S	c	s	e	S	s	
10.	p	p	g	q	p	D	

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

•035

NAME ____________________

DATE ____________________

DIRECTIONS: Look at the letter at the beginning of each row. Mark all the letters that look like or belong to the beginning letter in each row.

	Ex. M	m	w	M	x	N
1.	B	[✓ b]	d	[✓ B]	[✓ b]	d
2.	M	[✓ m]	w	[✓ M]	n	[✓ m]
3.	j	k	[✓ J]	[✓ j]	g	[✓ J]
4.	u	v	[✓ u]	w	[✓ u]	[✓ U]
5.	x	Y	[✓ x]	[✓ X]	Y	[✓ X]
6.	t	[✓ t]	[✓ T]	h	[✓ T]	h
7.	n	u	[✓ N]	[✓ n]	u	[✓ n]
8.	E	c	[✓ e]	C	[✓ e]	[✓ E]
9.	S	c	[✓ s]	e	[✓ S]	[✓ s]
10.	p	[✓ P]	g	q	[✓ P]	[✓ p]

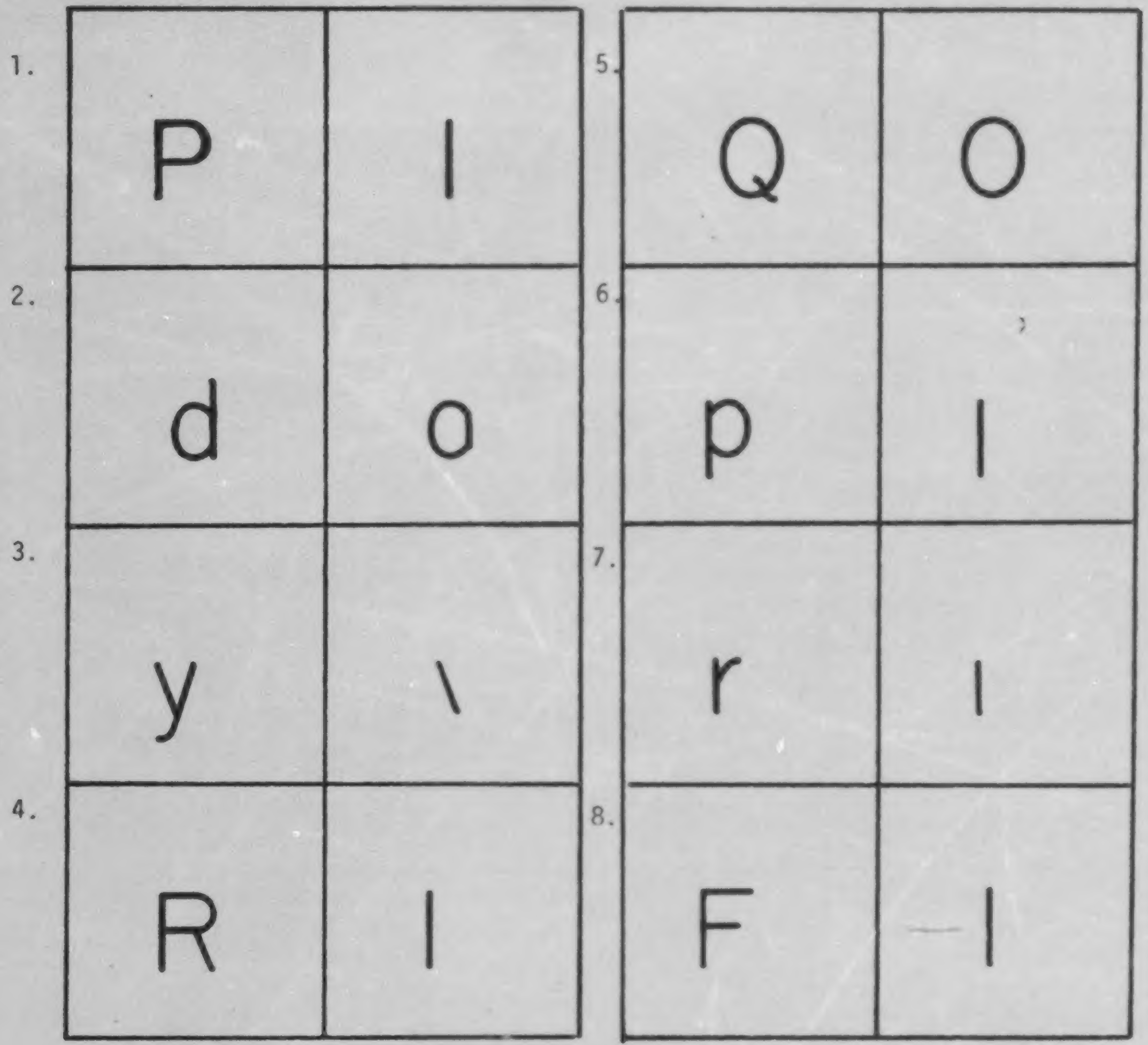
Score ☐

THE PCRS

POST-TEST
•036

NAME ____________________
DATE ____________________

DIRECTIONS: Look at the letters below. Add the missing parts to each letter.


1.
P
2.
d
o
3.
y
4.
R
5.
Q
O
6.
p
7.
r
8.
F

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME
DATE

POST-TEST
•036

DIRECTIONS: Look at the letters below. Add the missing parts to each letter.

1.	P	P	5.	Q	Q
2.	d	d	6.	p	p
3.	y	y	7.	r	r
4.	R	R	8.	F	F

Score

THE PCRS

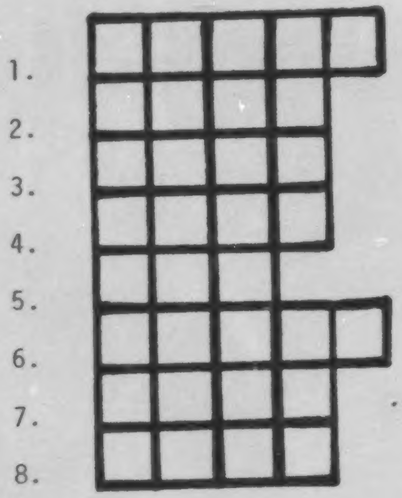
POST-TEST
•041

NAME ____________________

DATE ____________________

DIRECTIONS: Read the words at the top of the page. Then read the sentences below. Fill in the blanks with a word that makes sense in the sentence. Now write the word in the puzzle numbered the same as the sentence. The word must have the same number of spaces as the puzzle.

just
live
know
first
say
went
came
once
every
have



1. Tom is always __________ in line.
2. Father __________ came home.
3. We like to __________ in the city.
4. Do you __________ all the story?
5. Can you __________ all the letters?
6. Try to be in school __________ day.
7. They all __________ on a picnic in the park.
8. Try to do it __________ more.

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST
•041

NAME______________________________
DATE______________________________

DIRECTIONS: Read the words at the top of the page. Then read the sentences below. Fill in the blanks with a word that makes sense in the sentence. Now write the word in the puzzle numbered the same as the sentence. The word must have the same number of spaces as the puzzle.

just
live
know
first
say
went
came
once
every
have

1.	F	i	r	s	T
2.	J	U	S	T	
3.	L	i	V	E	
4.	K	N	O	W	
5.	S	A	Y		
6.	E	V	E	R	Y
7.	W	E	N	T	
8.	O	N	C	E	

1. Tom is always FIRST in line.
2. Father JUST came home.
3. We like to LIVE in the city.
4. Do you KNOW all the story?
5. Can you SAY all the letters?
6. Try to be in school EVERY day.
7. They all WENT on a picnic in the park.
8. Try to do it ONCE more.

Score

THE PCRS

NAME ______________________________
DATE ______________________________

POST-TEST
•042

DIRECTIONS: Show the child four different addresses. Ask the child to tell you what his home address is, both number and street name.

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 59

THE PCRS

NAME_______________ Self Checking
DATE_______________

POST-TEST
•042

DIRECTIONS: Show the child four different addresses. Ask the child to tell you what his home address is, both number and street name.

Score

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PT: 60

THE PCRS

NAME____________________________
DATE____________________________

POST-TEST
•043
Page 1

DIRECTIONS 1: The child says a word to rhyme with three of the following words. Select three words for each child being tested.

man
cook
hat

hug
sat
bed

back
top
fig

go
bit
bun

Score

DIRECTIONS 2: Show the child five name tags of his friends and ask him to read them.

Score

DIRECTIONS 3: Have the child read these words from the word cards.

red
yellow
blue

Score

THE PCRS

NAME____________________________ Self
DATE____________________________ Checking

POST-TEST
•043
Page 1

DIRECTIONS 1: The child says a word to rhyme with three of the following words. Select three words for each child being tested.

man
cook
hat
hug
sat
bed
back
top
fig
go
bit
bun

Score

DIRECTIONS 2: Show the child five name tags of his friends and ask him to read them.

Score

DIRECTIONS 3: Have the child read these words from the word cards.

red
yellow
blue

Score

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THE PCRS

POST-TEST
•043
Page 2

NAME________________________
DATE________________________

DIRECTIONS 4: Have the child read these words.

square triangle circle

Score ☐

DIRECTIONS 5: Ask the child to read the following words.

boy girl

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME________________________ Self Checking
DATE________________________

POST-TEST
•043
Page 2

DIRECTIONS 4: Have the child read these words.

square triangle circle

Score

DIRECTIONS 5: Ask the child to read the following words.

boy girl

Score

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THE PCRS

NAME______________________________
DATE_______________________________

POST-TEST
•043
Page 3

DIRECTIONS 6: Point out the word card for "yes" and the word card for "no." Ask the following questions and have the child indicate his response by choosing the appropriate word, "yes" or "no."

1. Is snow red?
2. Do boys and girls like to play?
3. Does a cat say bow-wow?
4. Is most grass black?
5. Is ice cream cold?
6. Is rain wet?
7. Do ducks quack?
8. Do cows eat grass?
9. Do boys and girls like to play?
10. Is the sun cold?
11. Is your Mother a boy?
12. Is winter hot?

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME________________
DATE________________

Self
Checking

POST-TEST
•043
Page 3

DIRECTIONS 6: Point out the word card for "yes" and the word card for "no." Ask the following questions and have the child indicate his response by choosing the appropriate word, "yes" or "no."

1. Is snow red?
2. Do boys and girls like to play?
3. Does a cat say bow-wow?
4. Is most grass black?
5. Is ice cream cold?
6. Is rain wet?
7. Do ducks quack?
8. Do cows eat grass?
9. Do boys and girls like to play?
10. Is the sun cold?
11. Is your Mother a boy?
12. Is winter hot?

Score

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THE PCRS

NAME____________________________
DATE____________________________

POST-TEST
•043
Page 4

DIRECTIONS 7: Present the child with the following vocabulary cards alone. Ask the child to read each one.

run	walk	jump	hop
talk	sing	clap	swing
sit	climb	hit	slide

Score ☐

DIRECTIONS 8: Have labels on the objects in the room and leave the labels up during testing. Show the child five printed words of objects in the room and ask him to read the words.

Score ☐

DIRECTIONS 9: Have the child tell an experience story which is written down. Help the child expand the story if necessary. Ask the child to read the experience story he has helped to create. Keep the story for a progress record for the child.

Score ☐

THE PCRS

NAME______________________ Self Checking

DATE______________________

POST-TEST

•043

Page 4

DIRECTIONS 7: Present the child with the following vocabulary cards alone. Ask the child to read each one.

run	walk	jump	hop
talk	sing	clap	swing
sit	climb	hit	slide

Score ☐

DIRECTIONS 8: Have labels on the objects in the room and leave the labels up during testing. Show the child five printed words of objects in the room and ask him to read the words.

Score ☐

DIRECTIONS 9: Have the child tell an experience story which is written down. Help the child expand the story if necessary. Ask the child to read the experience story he has helped to create. Keep the story for a progress record for the child.

Score ☐

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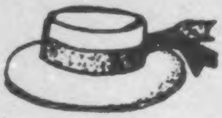
THE PCRS

POST-TEST
•053

NAME____________________
DATE____________________

DIRECTIONS: Look at the pictures on this page. Draw a line to the pictures that begin with the same sound.

1.



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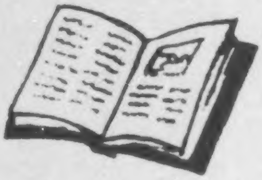

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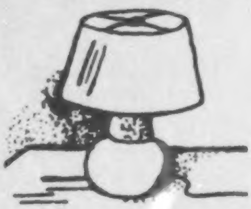

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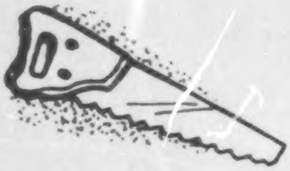

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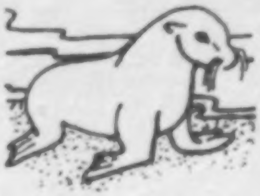
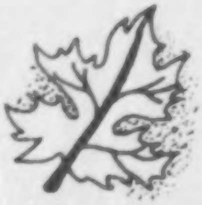
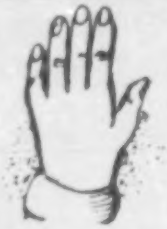


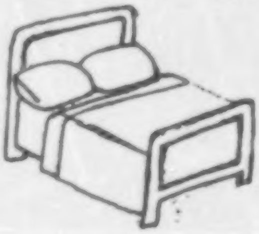
b.



c.



d.



Score ☐

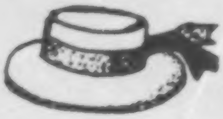
ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME
DATE

POST-TEST
·053

DIRECTIONS: Look at the pictures on this page. Draw a line to the pictures that begin with the same sound.

1.


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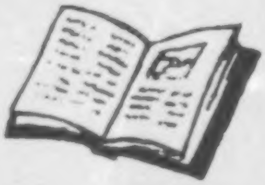

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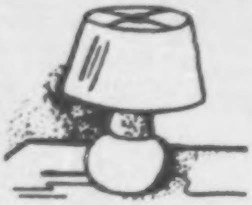

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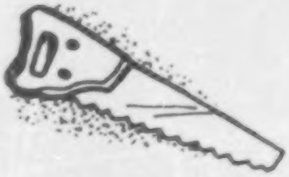

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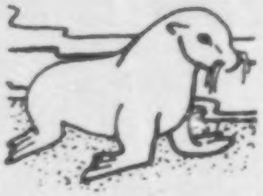
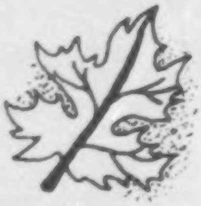
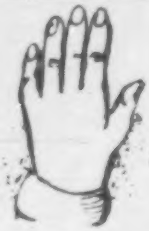
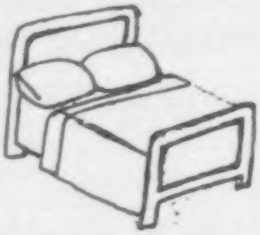


b.


c.


d.


Score

THE PCRS

NAME________________________________

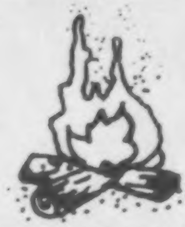
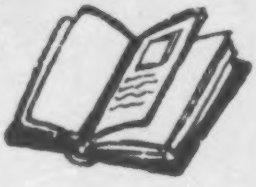
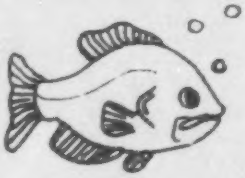
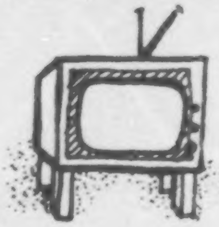
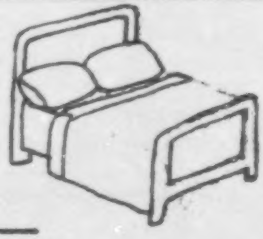
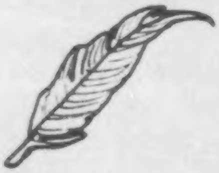
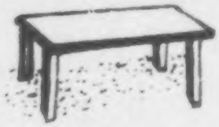
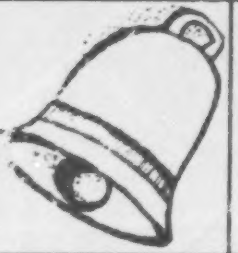
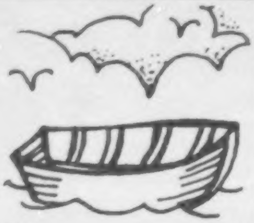
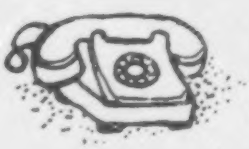
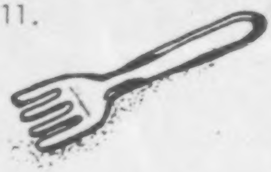
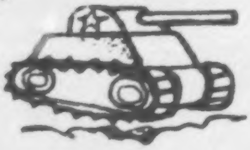
DATE________________________________

POST-TEST

•054 a

(b, f, t)

DIRECTIONS: Write the letter that has the same beginning sound as the picture.

1.  ___	2.  ___	3.  ___
4.  ___	5.  ___	6.  ___
7.  ___	8.  ___	9.  ___
10.  ___	11.  ___	12.  ___

Score ☐

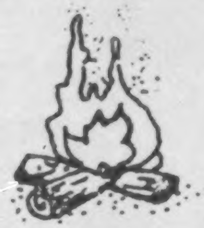
ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

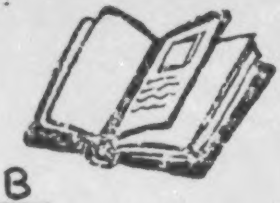
THE PCRS

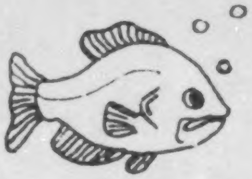
POST-TEST
·054 a
(b, f, t)

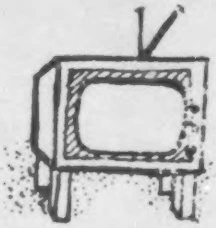
NAME ____________________
DATE ____________________

DIRECTIONS: Write the letter that has the same beginning sound as the picture.

1.

F

2.

B

3.

F

4.

T

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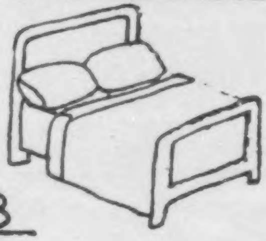
B

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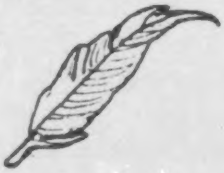
F

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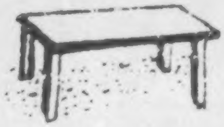
T

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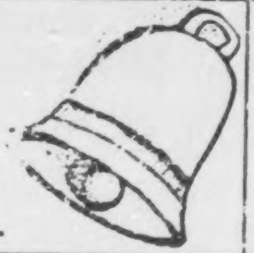
B

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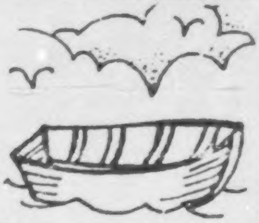
B

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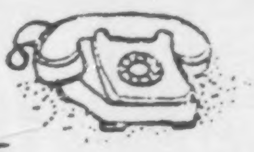
T

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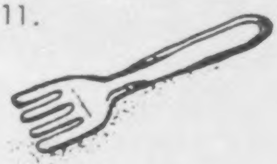
F

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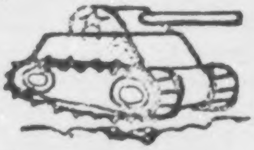

T

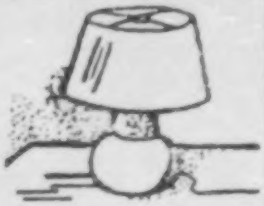
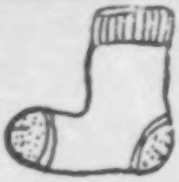
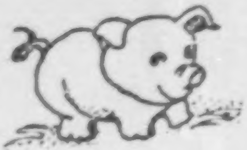
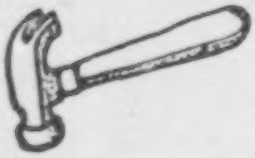
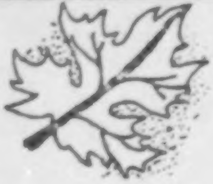
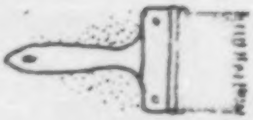
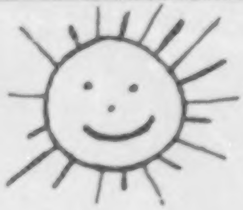
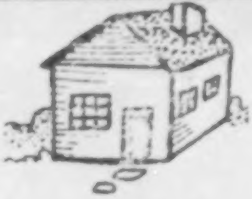
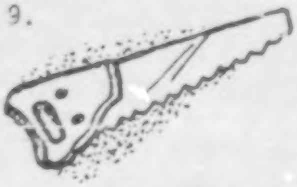
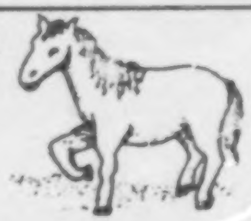
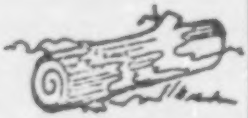
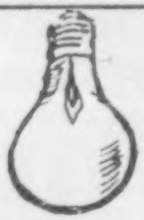
Score ☐

THE PCRS

POST-TEST
•054b
(s, p, h, l)

NAME______________________________
DATE______________________________

DIRECTIONS: Write the letter that has the same beginning sound as the picture.

1.  ______	2.  ______	3.  ______
4.  ______	5.  ______	6.  ______
7.  ______	8.  ______	9.  ______
10.  ______	11.  ______	12.  ______

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

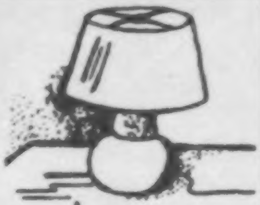
·054b

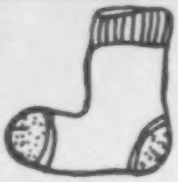
(s, p, h, l)

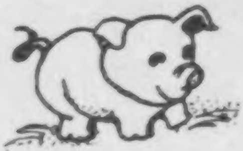
NAME______________________________

DATE______________________________

DIRECTIONS: Write the letter that has the same beginning sound as the picture.

1.

L

2.

S

3.

P

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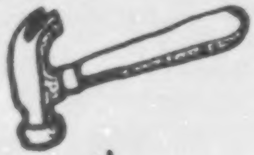
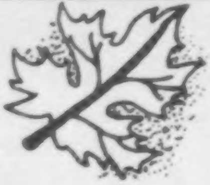

H

5.

L

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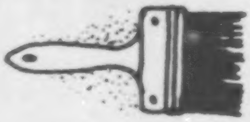
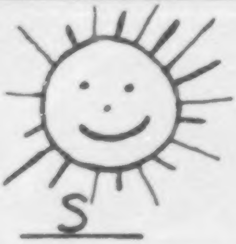
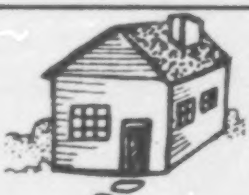

B

7.

S

8.

H

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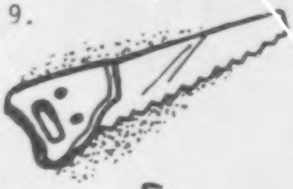
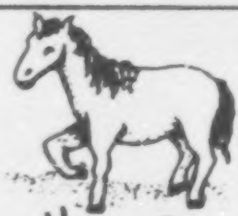
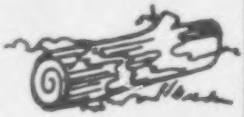
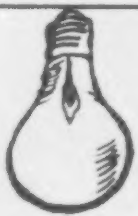

S

10.

H

11.

L

12.

L

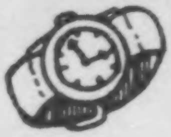
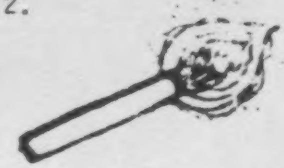
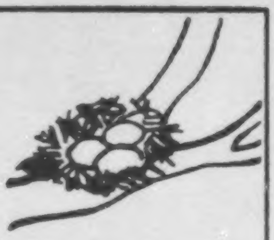
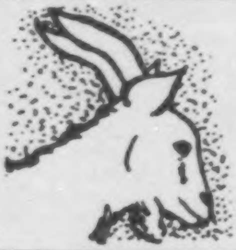
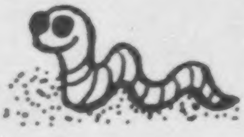
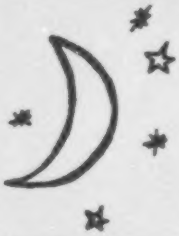
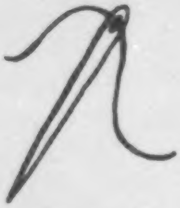
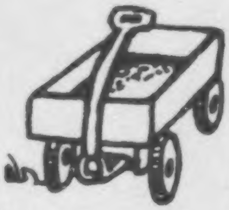
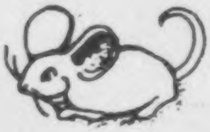
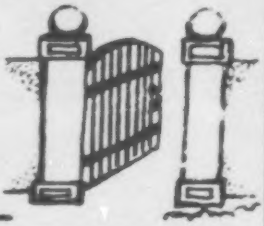
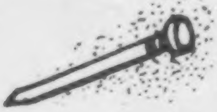
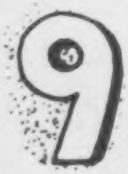
Score

THE PCRS

NAME ____________________
DATE ____________________

POST-TEST
•054 C
(m, g, w, n)

DIRECTIONS: Write the letter that has the same beginning sound as the picture.

1.  ___	2.  ___	3.  ___
4.  ___	5.  ___	6.  ___
7.  ___	8.  ___	9.  ___
10.  ___	11.  ___	12.  ___

Score ☐

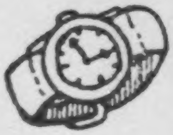
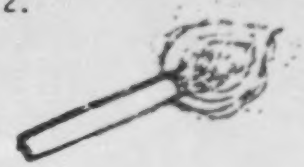
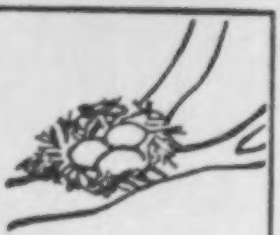
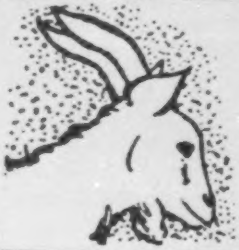
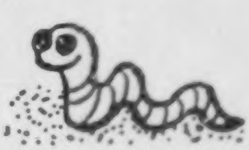
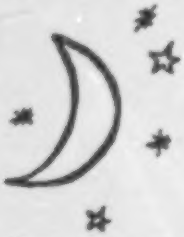
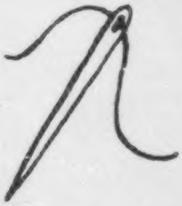
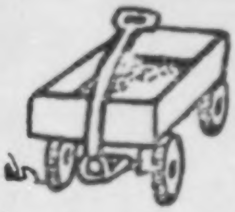
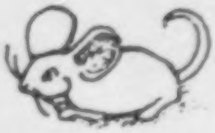
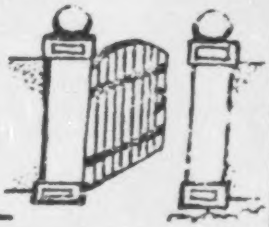
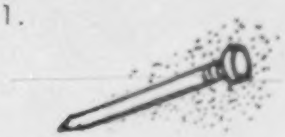
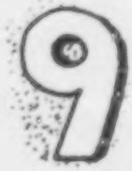
ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST
·054 C
(m, g, w, n)

NAME
DATE

DIRECTIONS: Write the letter that has the same beginning sound as the picture.

1.  W	2.  m	3.  N
4.  G	5.  W	6.  M
7.  N	8.  W	9.  M
10.  G	11.  N	12.  N

Score

THE PCRS

POST-TEST

·054 d

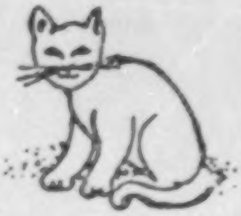
(c, d, j.

NAME ____________________

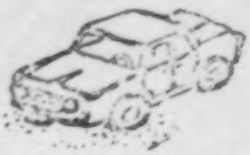
DATE ____________________

DIRECTIONS: Write the letter that has the same beginning sound as the picture.

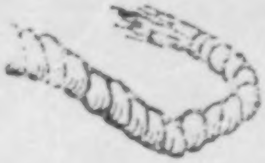
1. ____



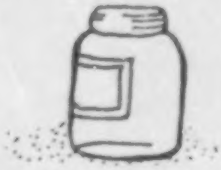
2. ____



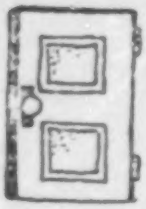
3. ____



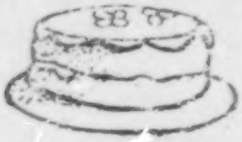
4. ____



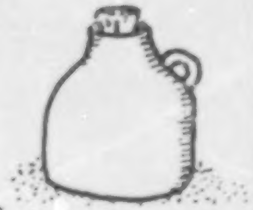
5. ____



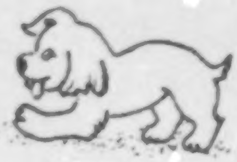
6. ____



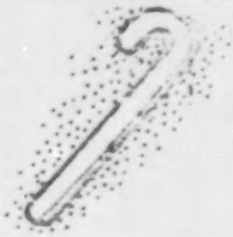
7. ____



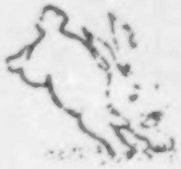
8. ____



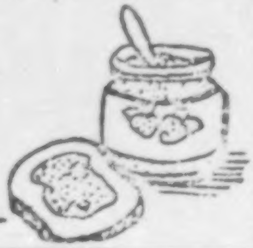
9. ____



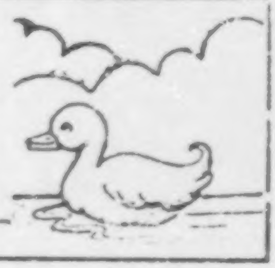
10. ____



11. ____



12. ____



Score

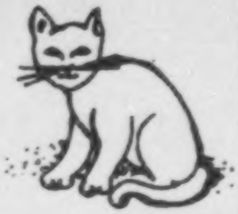
ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

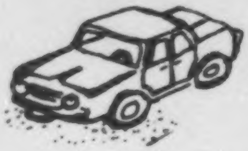
THE PCRS

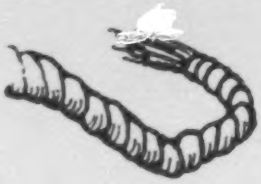
NAME
DATE

POST-TEST
•054 d
(c, d, r, j)

DIRECTIONS: Write the letter that has the same beginning sound as the picture.

1.

C

2.

C

3.

R

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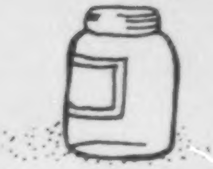
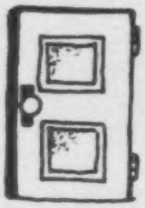

J

5.

D

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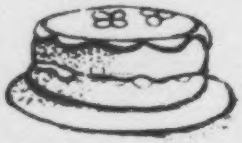
C

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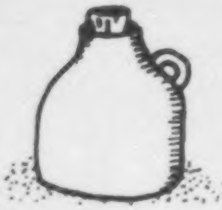
J

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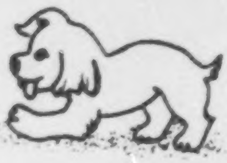
D

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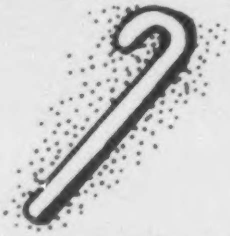
C

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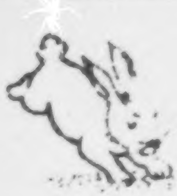
B

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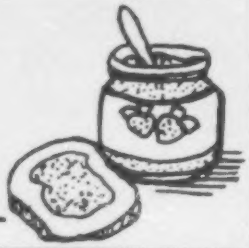
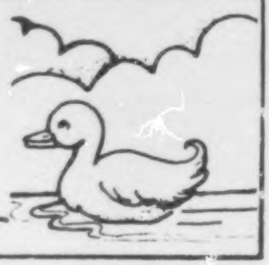

J

12.

D

Score

THE PCRS

NAME ____________________

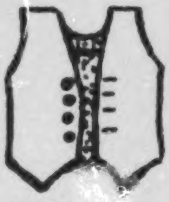
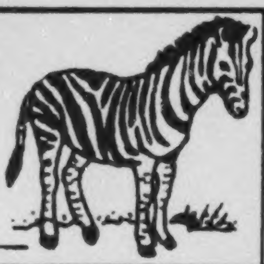
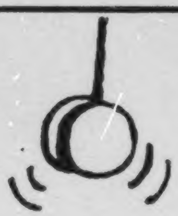
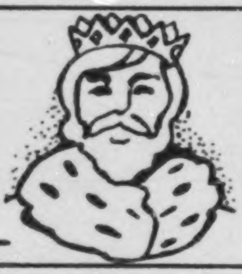
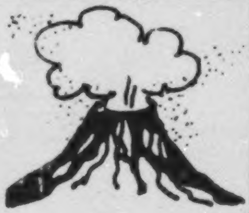
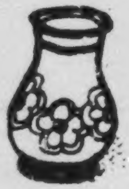
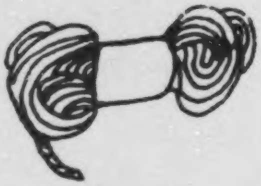
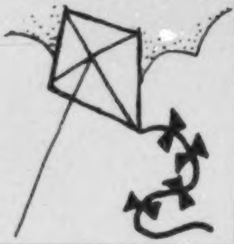
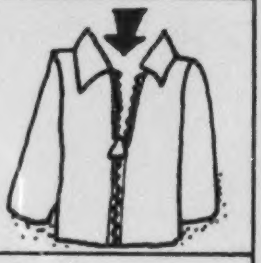
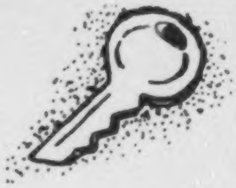
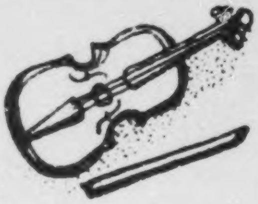
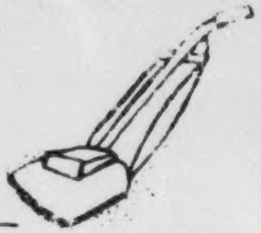
DATE ____________________

POST-TEST

•054e

(y, z, k, v)

DIRECTIONS: Write the letter that has the same beginning sound as the picture.

1.  ____	2.  ____	3.  ____
4.  ____	5.  ____	6.  ____
7.  ____	8.  ____	9.  ____
10.  ____	11.  ____	12.  ____

Score

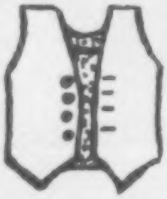
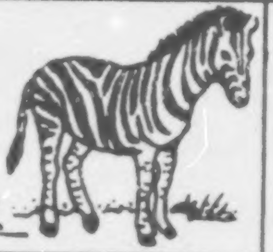
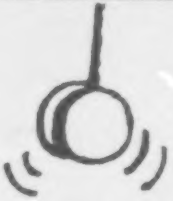
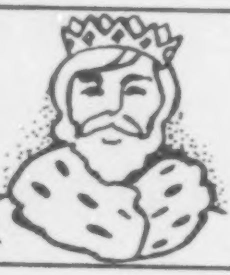
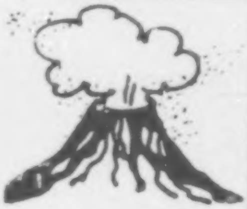
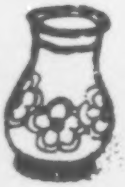
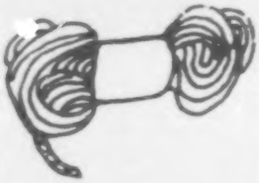
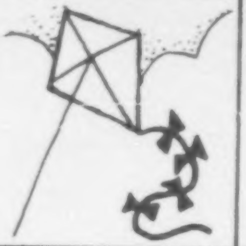
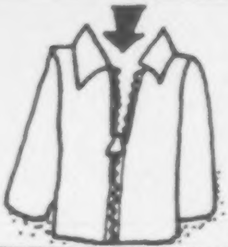
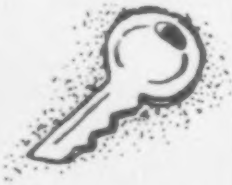
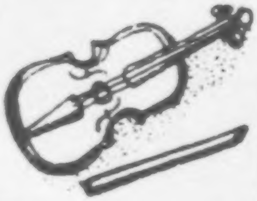
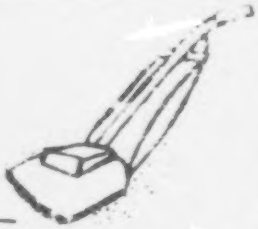
ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME________________________________
DATE________________________________

POST-TEST
·054e
(y, z, k, v)

DIRECTIONS: Write the letter that has the same beginning sound as the picture.

1.  V	2.  Z	3.  Y
4.  K	5.  V	6.  V
7.  Y	8.  K	9.  Z
10.  K	11.  V	12.  V

Score

THE PCRS

POST-TEST

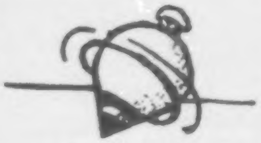
•055

NAME______________________________

DATE______________________________

DIRECTIONS: Write the letter that stands for the sound heard at the beginning of the name of the picture in the box.

1.



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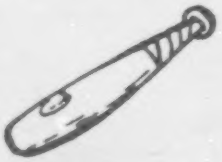

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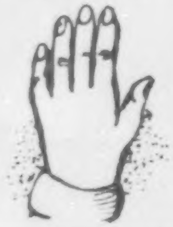

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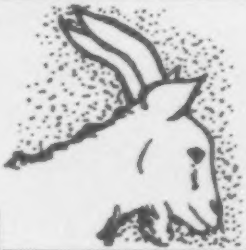

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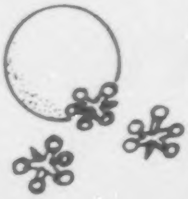

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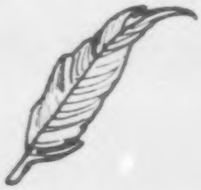

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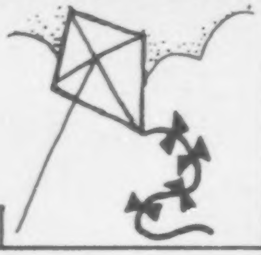

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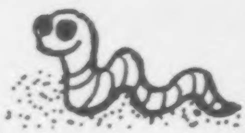

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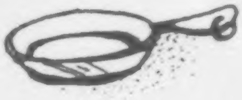

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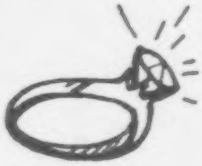

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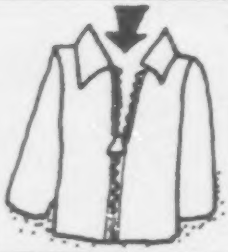

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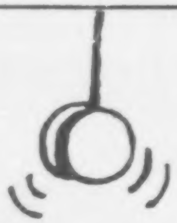

Score

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OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

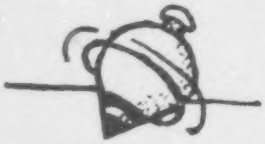
•055

NAME

DATE

DIRECTIONS: Write the letter that stands for the sound heard at the beginning of the name of the picture in the box.

1.



T

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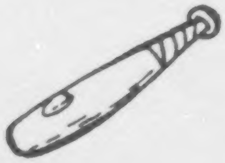
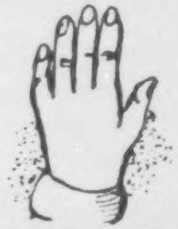


B

3.



H

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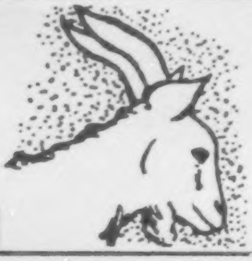

G

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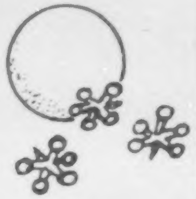
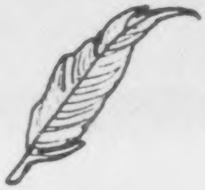


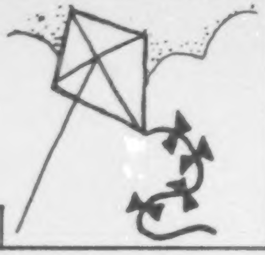
J

6.



F

7.



K

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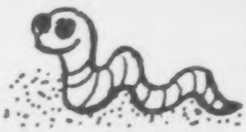
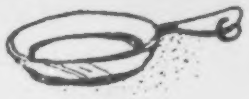


W

9.



P

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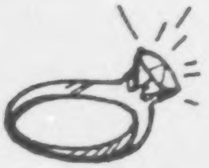
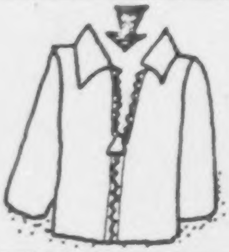


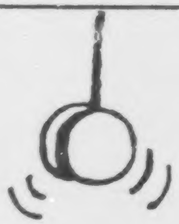
R

11.



Z

12.



Y

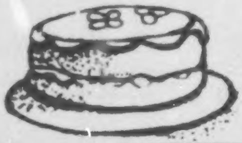
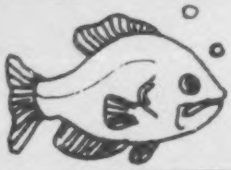
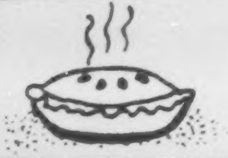
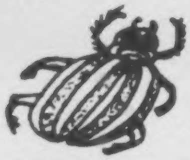
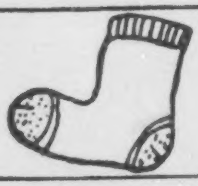
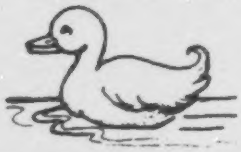
Score

THE PCRS

POST-TEST
•056
Page 1

NAME ______________________
DATE ______________________

DIRECTIONS: In each row, circle each word that begins like the picture.

	1. came seal candy beat
	2. kept feet best fed
	3. pet ten peas just
	4. keen bet bed need
	5. set nest see fell
	6. net door pen dive

Score ☐

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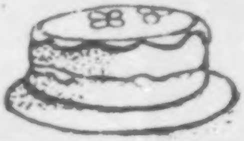
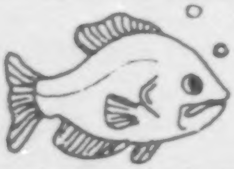
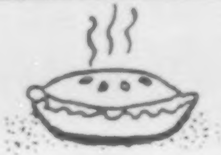
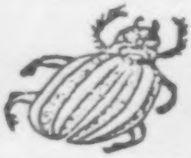
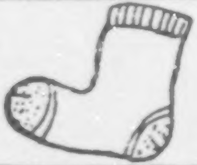
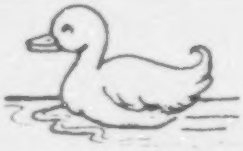
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST
·056
Page 1 (Cont'd)

NAME ____________________
DATE ____________________

DIRECTIONS: In each row, circle each word that begins like the picture.

	1.	[✓ came] [✓ candy]	seal beat
	2.	kept best	[✓ feet] [✓ fed]
	3.	[✓ net] [✓ peas]	ten just
	4.	keep [✓ bed]	[✓ bet] need
	5.	[✓ set] [✓ see]	nest fell
	6.	net pen	[✓ door] [✓ dive]

Score ☐

PT: 84

THE PCRS

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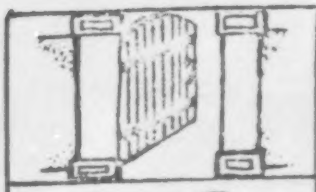
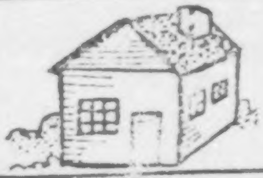
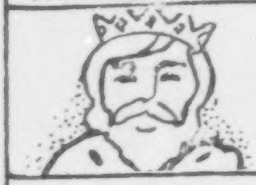
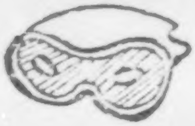
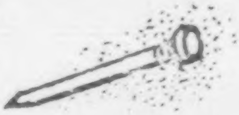
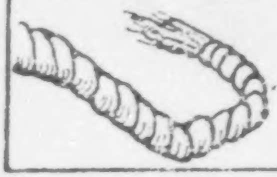
● [illegible]
Page 2

NAME ____________________
DATE ____________________

DIRECTIONS: In each row, circle each word that begins like the picture.

	7.	gum goal	drum key
	8.	key hat	monkey dog
	9.	hat key	haze high
	10.	key mouse	drum morning
	11.	needle nut	nest cow
	12.	fly raisin	rainbow with

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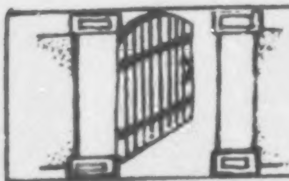
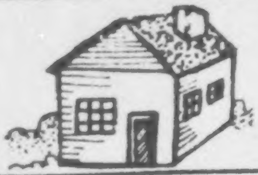
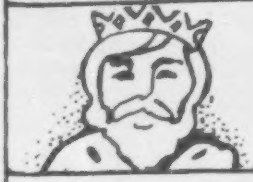
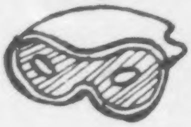
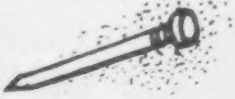
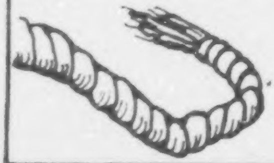
Page 2

NAME ______________________________
DATE ______________________________

DIRECTIONS: In each row, circle each word that begins like the picture.

	7.	[✓ gum] [✓ goal]	drum key
	8.	key [✓ hat]	monkey dog
	9.	hat [✓ key]	haze high
	10.	key [✓ mouse]	drum [✓ morning]
	11.	[✓ needle] [✓ nut]	[✓ nest] cow
	12.	fly [✓ raisin]	[✓ rainbow] with

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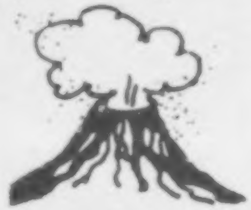
NAME ________________________________

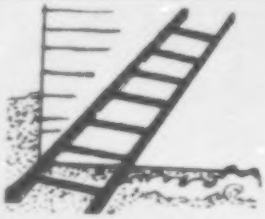
DATE ________________________________

DIRECTIONS: Look at the pictures. In the incomplete sentences below, write the number of the picture that completes the sentence.

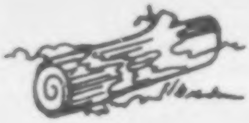
1.



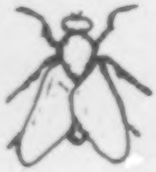
2.



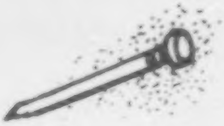
3.



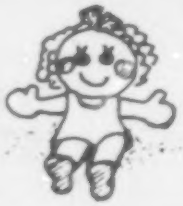
4.



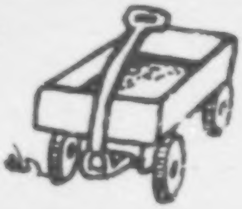
5.



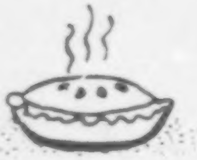
6.



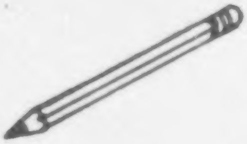
7.



8.



9.



1. The f____ came in an open door.
2. If you want a ride in my w____, hurry.
3. He used a n____ to hold the wagon together.
4. The l____ helped get to the top.
5. Sometimes a v____ might blow up and hurt people.
6. The d____ belonged to Mary and she took good care of it.
7. A p____ can be used to write your address.
8. My grandmother made a very good p____ for me.
9. The rabbit hopped over a l____ and was gone.

Score ☐

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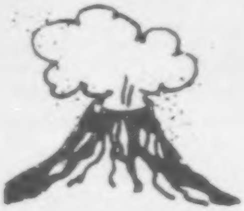
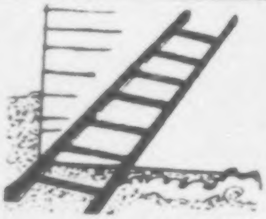
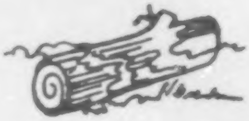
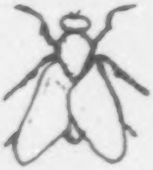
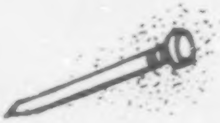
DIRECTIONS: Look at the pictures. In the incomplete sentences below, write the number of the picture that completes the sentence.

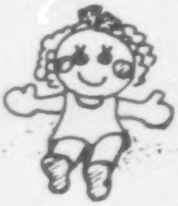
1.


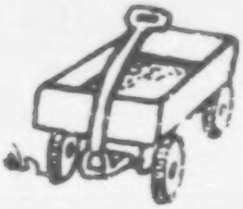
2.


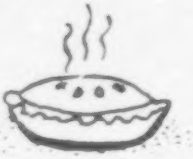
3.


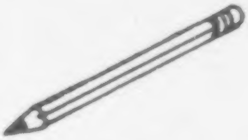
4.


5.


6.


7.


8.


9.


1. The f 4 came in an open door.
2. If you want a ride in my w 7, hurry.
3. He used a n 5 to hold the wagon together.
4. The l 2 helped get to the top.
5. Sometimes a v 1 might blow up and hurt people.
6. The d 6 belonged to Mary and she took good care of it.
7. A p 9 can be used to write your address.
8. My grandmother made a very good p 8 for me.
9. The rabbit hopped over a l 3 and was gone.

Score

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NAME ______________________________
DATE ______________________________

DIRECTIONS: Circle the word that completes the sentence.

1. He is not the ____________________ boy I knew.
   tame game same
2. I will be on your ____________________ in the game.
   tide side pride
3. She is as ____________________ as her mother.
   call mall tall
4. There was a ____________________ in the basement.
   night light might
5. Jim and Ron had ____________________ playing in the sand.
   pun fun sun
6. Would you tell us ____________________ to get to your house?
   now mow how
7. It was cold so he put on his ____________________.
   boat coat goat
8. Dad will ____________________ all the children to the zoo.
   take bake lake
9. We took a ride in his ____________________.
   par bar car
10. If you don't hurry, you will be ____________________.
    Kate late mate

Score

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NAME ____________________________
DATE ____________________________

DIRECTIONS: Circle the word that completes the sentence.

1. He is not the __________ boy I knew. tame game [✓ same]
2. I will be on your __________ in the game. tide [✓ side] pride
3. She is as __________ as her mother. call mall [✓ tall]
4. There was a __________ in the basement. night [✓ light] might
5. Jim and Ron had __________ playing in the sand. pun [✓ fun] sun
6. Would you tell us __________ to get to your house? now mow [✓ how]
7. It was cold so he put on his __________. boat [✓ coat] goat
8. Dad will __________ all the children to the zoo. [✓ take] bake lake
9. We took a ride in his __________. par bar [✓ car]
10. If you don't hurry, you will be __________. Kate [✓ late] mate

Score ☐

PT: 90

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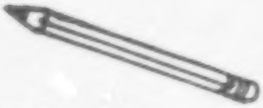
Page 1

NAME ______________________

DATE ______________________

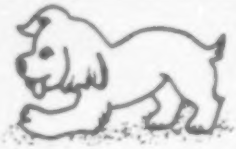
DIRECTIONS: Look at the picture and at the two consonants in the box. Circle the consonant that stands for the BEGINNING sound in the picture.

1.



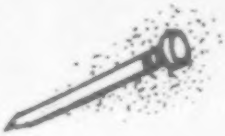
l p

2.



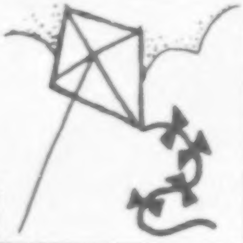
d r

3.



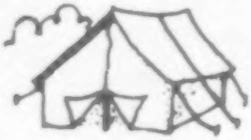
m n

4.



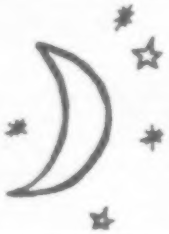
k z

5.



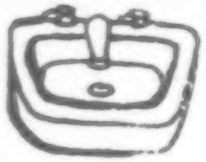
b t

6.



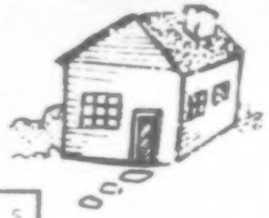
m n

7.



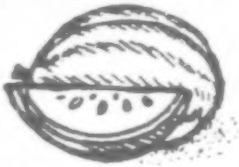
k s

8.



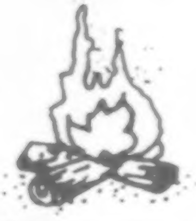
h s

9.



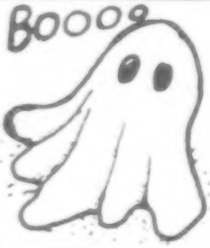
g w

10.



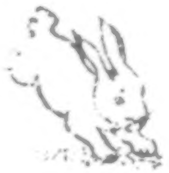
f g

11.



g t

12.



w r

Score ☐

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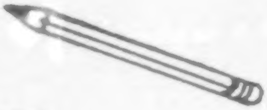
Page 1 (Cont'd)

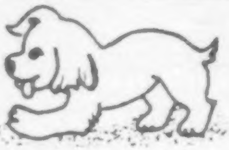
DIRECTIONS: Look at the picture and at the two consonants in the box. Circle the consonant that stands for the BEGINNING sound in the picture.

1.



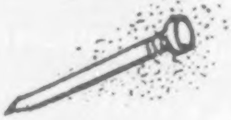
l [✓ p]

2.



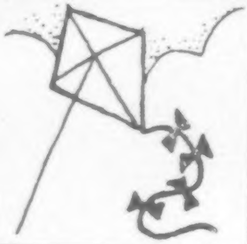
[✓ d] r

3.



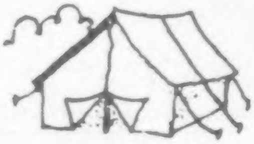
m [✓ n]

4.



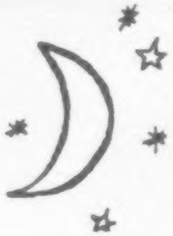
[✓ k] z

5.



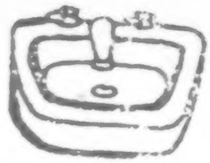
b [✓ t]

6.



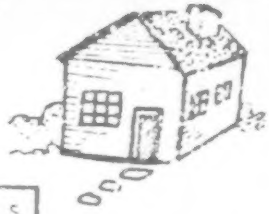
[✓ m] n

7.



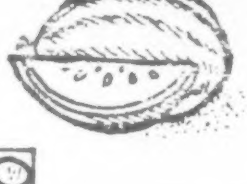
k [✓ s]

8.



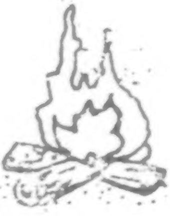
[✓ h] s

9.



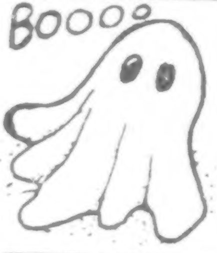
g [✓ w]

10.



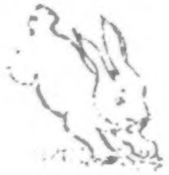
[✓ f] g

11.



[✓ g] t

12.



w [✓ r]

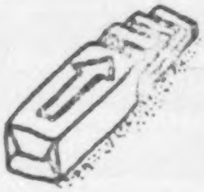
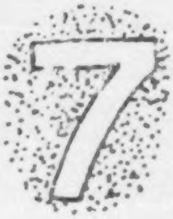
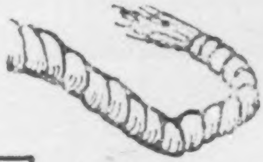
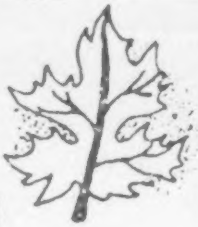
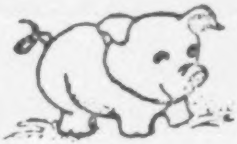
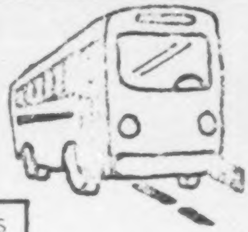
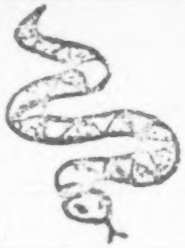
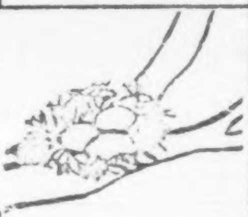
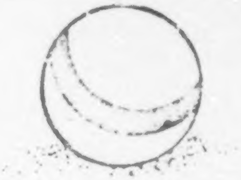
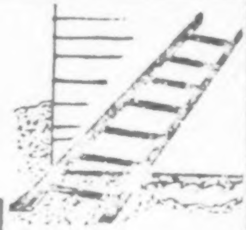
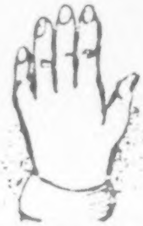
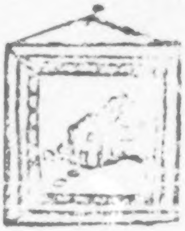
Score

THE PCRS

POST-TEST
● [illegible]
Page 2

NAME ____________________________________
DATE ____________________________________

DIRECTIONS: Look at the picture and at the two consonants in the box. Circle the consonant that stands for the ENDING sound in the picture.

13.  d m	14.  n s	15.  p t
16.  f k	17.  d g	18.  g s
19.  k t	20.  m t	21.  b l
22 .  r w	23 .  t d	24.  l r

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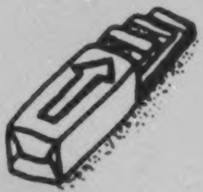
THE PCRS

POST-TEST
•059
Page 2

NAME ______________________________
DATE ______________________________

DIRECTIONS: Look at the picture and at the two consonants in the box. Circle the consonant that stands for the ENDING sound in the picture.

13.

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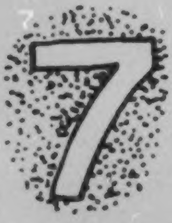
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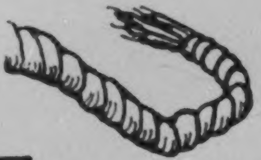
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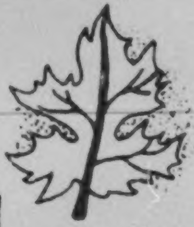
[✓ f] k

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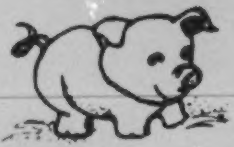
d [✓ g]

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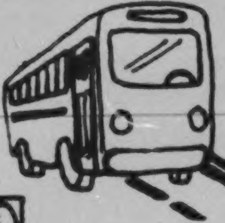
g [✓ s]

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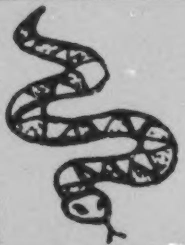
[✓ k] t

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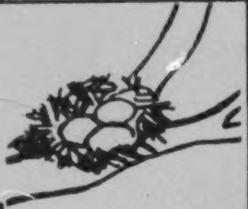
m [✓ t]

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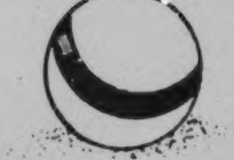
b [✓ l]

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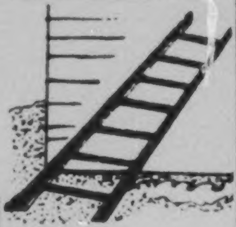
[✓ r] w

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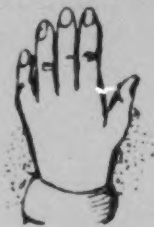
t [✓ d]

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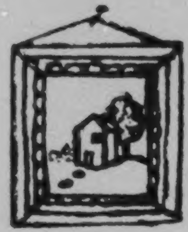

l [✓ r]

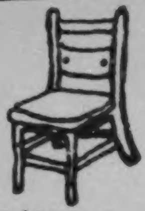
THE PCRS

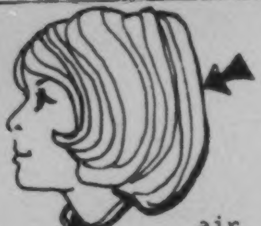
POST-TEST
•060

NAME________________________________
DATE________________________________

DIRECTIONS: Make a new word by using the pictures in each box.

Row 1


chair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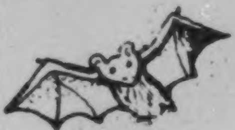
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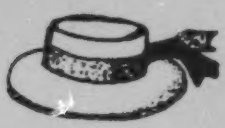
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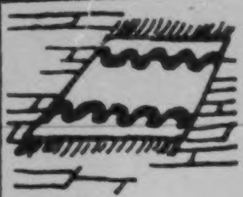
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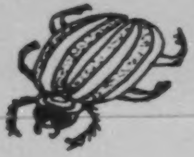
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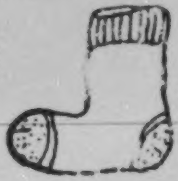
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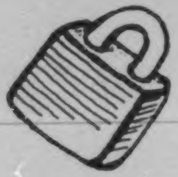
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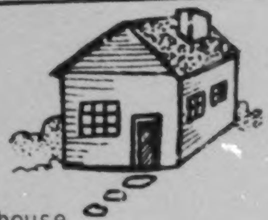
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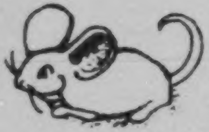
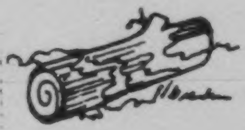

__ouse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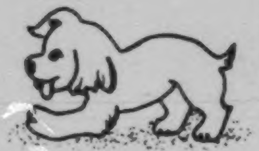
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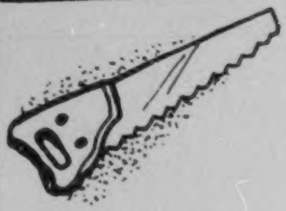
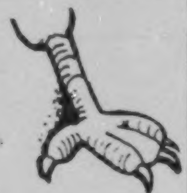
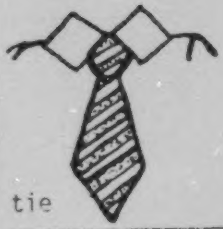
Row 4


saw


___ aw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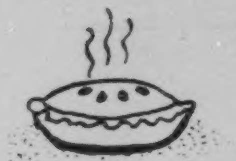
__ie

Score ☐

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OMAHA PUBLIC SCHOOLS

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THE PCRS

POST-TEST

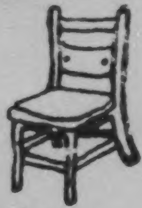
•060

NAME ______________________

DATE ______________________

DIRECTIONS: Make a new word by using the pictures in each box.

Row 1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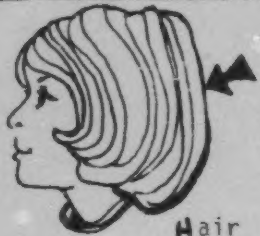
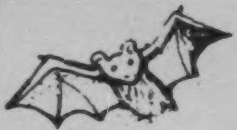

Hair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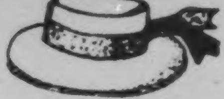
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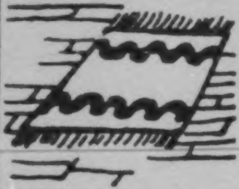
Row 2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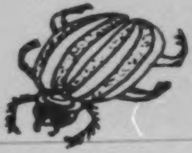
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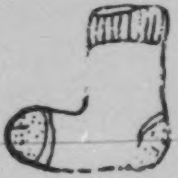
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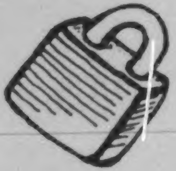
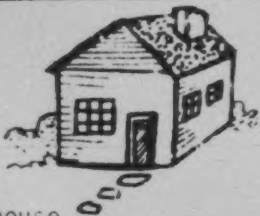
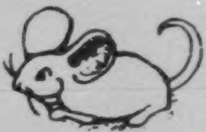
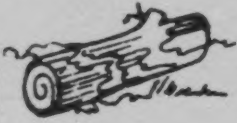

Lock

Row 3


house


Mouse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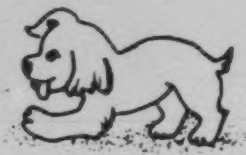
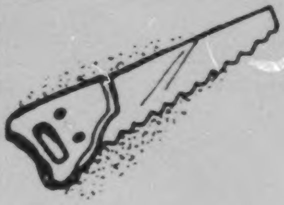
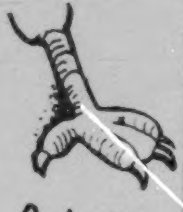
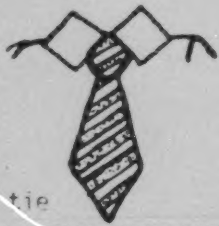
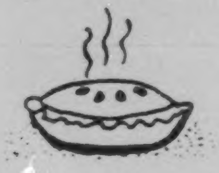

Dog

Row 4


saw


Claw


tie


Pie

Score

THE PCRS

POST-TEST
•061

NAME ______________________
DATE ______________________

DIRECTIONS: Look at the pairs of words. Both of the words need the same beginning consonants. Write in one beginning consonant to make two real words.

1. ___ish ___ag n, l, r, w, g

2. ___ub ___ent t, f, j, w, h

3. ___in ___ank c, h, f, g, w

4. ___obe ___an r, s, t, v, y

5. ___en ___and t, j, h, k, l

6. ___ar ___at d, c, n, g, y

7. ___ight ___un z, w, d, k, s

8. ___ap ___at b, d, c, h, j

9. ___am ___og f, k, r, h, v

10. ___atch ___outh n, m, f, t, w

Score ☐

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THE PCRS

POST-TEST
·061

NAME ____________________
DATE ____________________

DIRECTIONS: Look at the pairs of words. Both of the words need the same beginning consonants. Write in one beginning consonant to make two real words.

1.	Wish	Wag	n, l, r, w, g
2.	Tub	Tent	t, f, j, w, h
3.	Bin	Bank	c, b, f, g, w
4.	Robe	Ran	r, s, t, v, y
5.	Hen	Hand	t, j, h, k, l
6.	Car	Cat	d, c, n, o, y
7.	Sight	Sun	z, w, d, k, s
8.	Cap	Cat	b, d, c, h, j
9.	Ham	Hog	f, k, r, h, v
10.	Match	Mouth	n, m, f, t, w

Score ☐

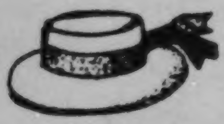
THE PCRS

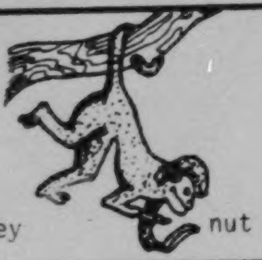
POST-TEST

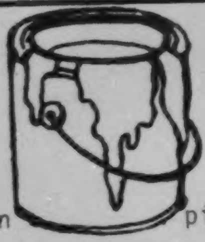
.063

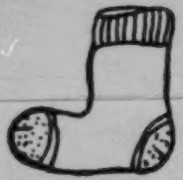
NAME________________________________
DATE________________________________

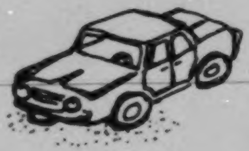
DIRECTIONS: Look at the picture. Circle the word that has the same sound at the beginning or end as the picture.

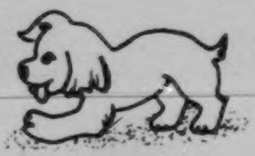
1.

sew cat

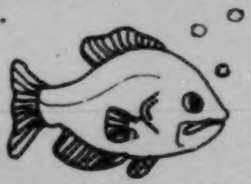
2.

key nut

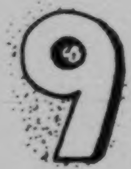
3.

lion pie

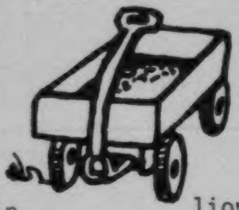
4.

house tack

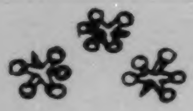
5.

tap cap

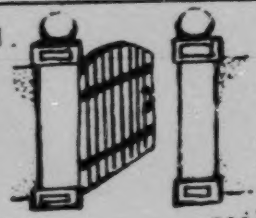
6.

bat bag

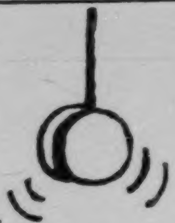
7.

miss fly

8.

nail barn

9.

tip lion

10.

jam park

11.

gum pail

12.

log yes

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

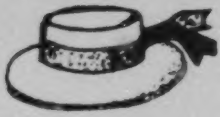
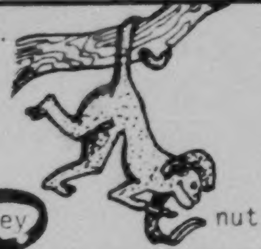
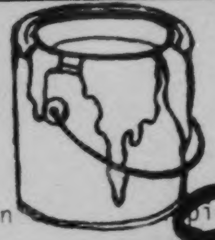
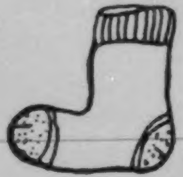
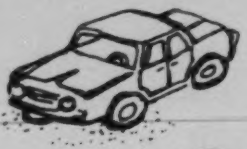
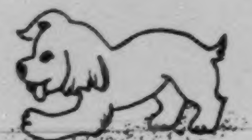
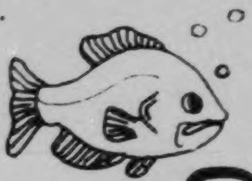
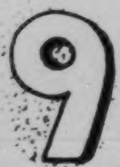
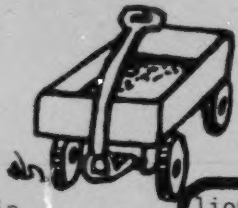
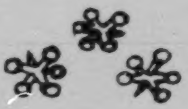
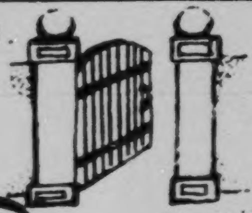
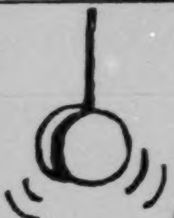
POST-TEST

•063

NAME______________________________

DATE______________________________

DIRECTIONS: Look at the picture. Circle the word that has the same sound at the beginning or end as the picture.

1.  sew [✓ cat]	2.  [✓ key] nut	3.  lion [✓ pie]
4.  house [✓ tack]	5.  tap [✓ cap]	6.  bat [✓ bag]
7.  miss [✓ fly]	8.  [✓ nail] [✓ barn]	9.  tip [✓ lion]
10.  [✓ jam] park	11.  [✓ gum] pail	12.  log [✓ yes]

Score

THE PCRS

POST-TEST
•064

NAME ______________________________
DATE ______________________________

DIRECTIONS: Look at the list of words. After each word write another word that has the same beginning sound as the word.

1. ball boy
2. candy ____________
3. dish ____________
4. fan ____________
5. gum ____________
6. harp ____________
7. jump ____________
8. kiss ____________
9. little ____________
10. many ____________
11. nut ____________
12. park ____________
13. queen ____________
14. red ____________
15. seven ____________
16. tank ____________
17. vest ____________
18. water ____________
19. yo-yo ____________
20. zip ____________

Score

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PT: 101

THE PCRS

POST-TEST

•064

NAME __________

DATE __________

Answers will vary

DIRECTIONS: Look at the list of words. After each word write another word that has the same beginning sound as the word.

1. ball boy
2. candy __________
3. dish __________
4. fan __________
5. gum __________
6. harp __________
7. jump __________
8. kiss __________
9. little __________
10. many __________
11. nut __________
12. park __________
13. queen __________
14. red __________
15. seven __________
16. tank __________
17. vest __________
18. water __________
19. yo-yo __________
20. zip __________

Score ☐

THE PCRS

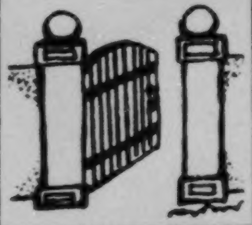
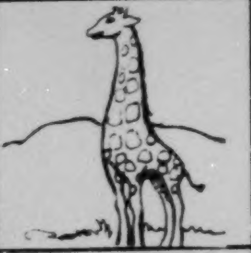
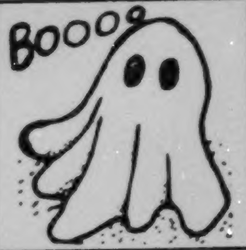
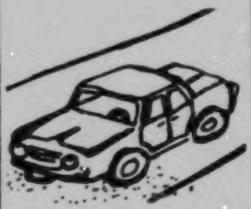
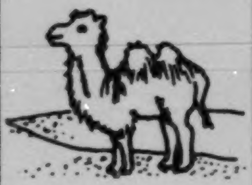
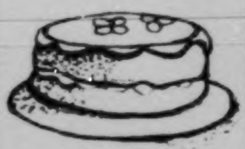
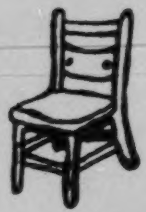
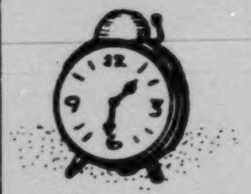
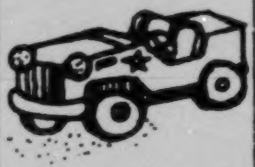
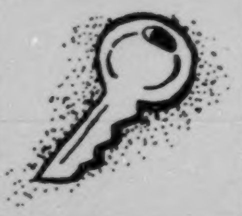
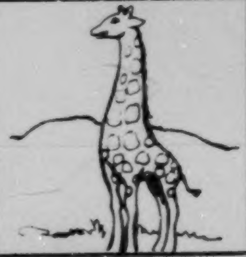
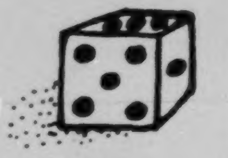
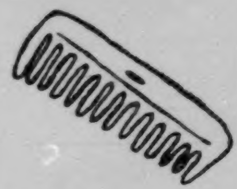
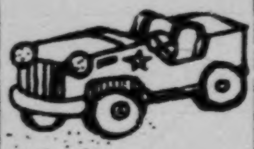
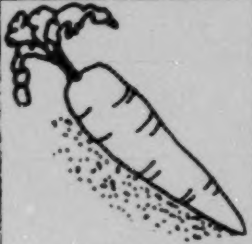
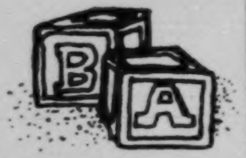
POST TEST

•065

NAME________________________________

DATE________________________________

DIRECTIONS: Circle two pictures in each row that begin with the same sound.

Row 1				
Row 2				
Row 3				
Row 4				

Score

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THE PCRS

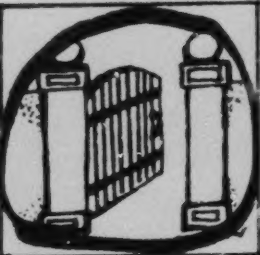
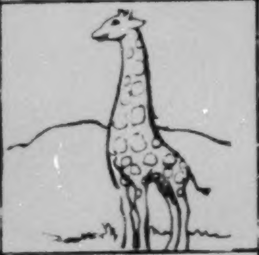
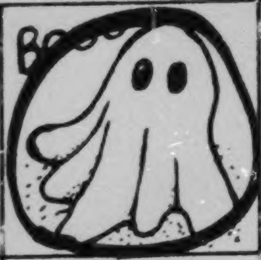
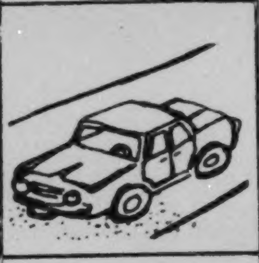
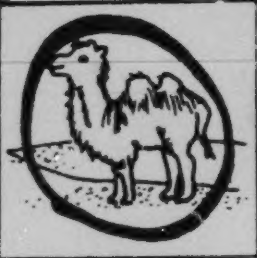
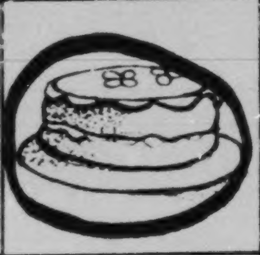
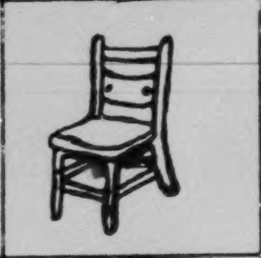
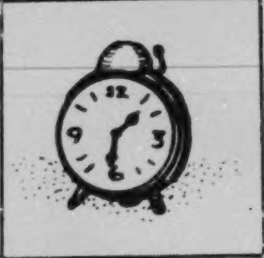
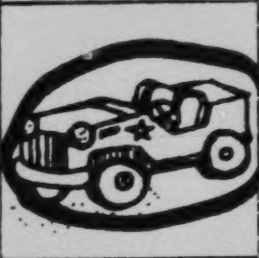
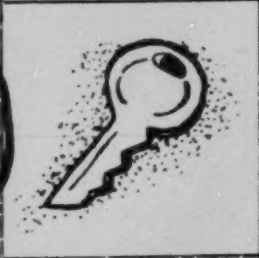
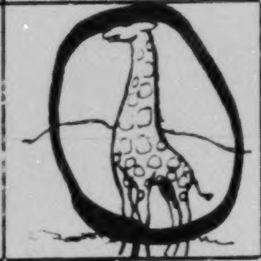
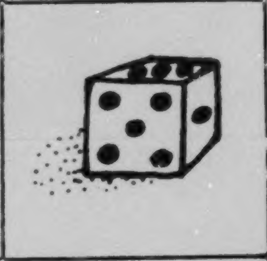
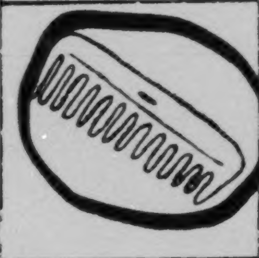
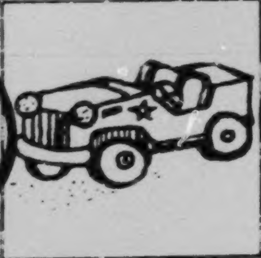
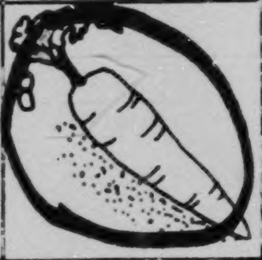
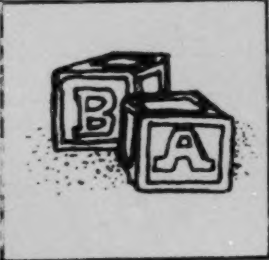
POST TEST

·065

NAME__________________________________

DATE__________________________________

DIRECTIONS: Circle two pictures in each row that begin with the same sound.

Row 1				
Row 2				
Row 3				
Row 4				

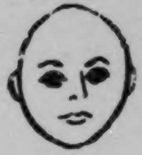
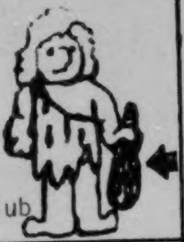
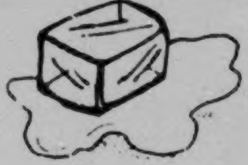
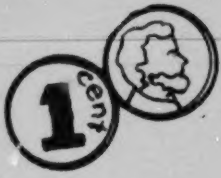
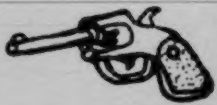
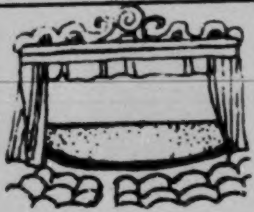
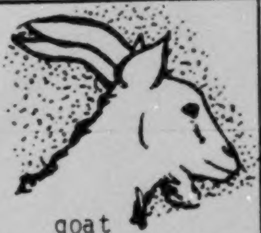
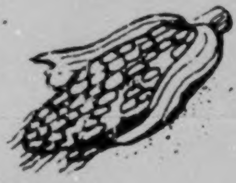
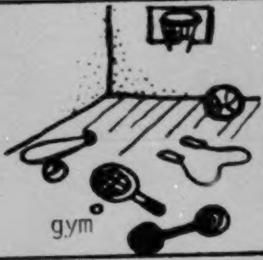
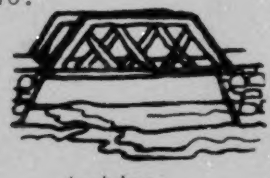
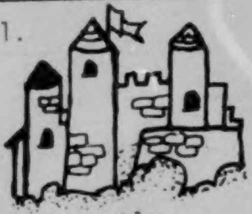
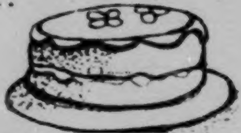
Score ☐

THE PCRS

POST-TEST
•066

NAME ________________________________
DATE ________________________________

DIRECTIONS: The word for each picture is written under the picture. If the c or g in the word has a hard sound circle the letter. If c or g has a soft sound, cross the letter out.

1.  face	2.  club	3.  ice
4.  cent	5.  gun	6.  stage
7.  goat	8.  corn	9.  gym
10.  bridge	11.  castle	12.  cake

Score

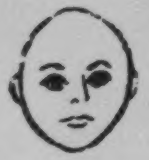
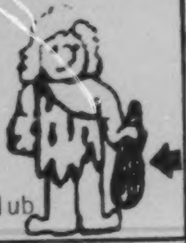
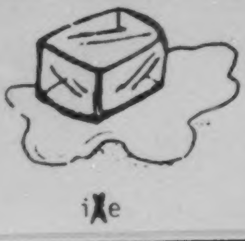
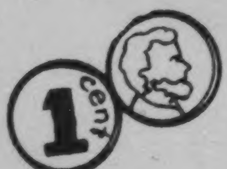
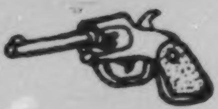
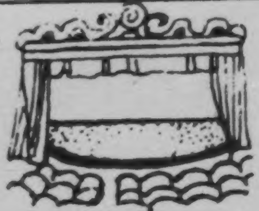
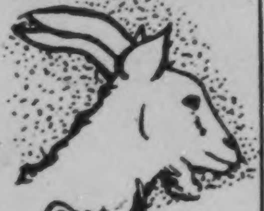
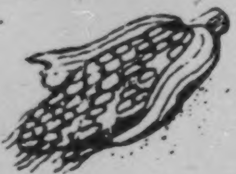
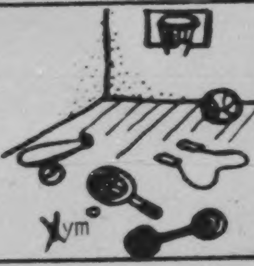
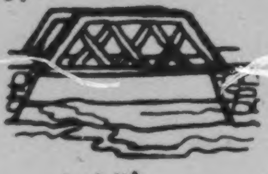
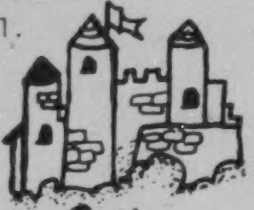
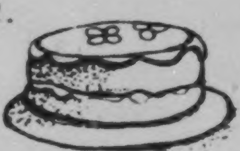
ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST
•066

NAME______________________________
DATE______________________________

DIRECTIONS: The word for each picture is written under the picture. If the c or g in the word has a hard sound circle the letter. If c or g has a soft sound, cross the letter out.

1.  fa~~c~~e	2.  ⓒlub	3.  i~~c~~e
4.  ~~c~~ent	5.  ⓖun	6.  sta~~g~~e
7.  ⓖoat	8.  ⓒorn	9.  ~~g~~ym
10.  brid~~g~~e	11.  ⓒastle	12.  ⓒake

Score ☐

THE PCRS

POST-TEST
•067

NAME ______________________________
DATE ______________________________

DIRECTIONS: Select a word to complete each sentence.

Words to Use:
corn
ice
center
bridge
gun
cob
cube
judge
gum
gypsy
gate
cub

1. Another word for middle is ______________.
2. Cora put salt, pepper, and butter on the __________ on the ____________.
3. The ______________ in court said the boy was innocent.
4. Many cars and trucks drove over the ______________.
5. The little boy had a toy______________.
6. The ________________ cost ten cents.
7. The ________________ wore many rings and bracelets.
8. The ____________________ made the drink cold.
9. A little bear is called a ____________.
10. A pig walked by the open ____________.

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST
•067

NAME ______________________
DATE ______________________

DIRECTIONS: Select a word to complete each sentence.

Words to Use:
corn
ice
center
bridge
gun
cob
cube
judge
gum
gypsy
gate
cub

1. Another word for middle is CENTER.
2. Cora put salt, pepper, and butter on the CORN on the COB.
3. The JUDGE in court said the boy was innocent.
4. Many cars and trucks drove over the BRIDGE.
5. The little boy had a toy GUN.
6. The GUM cost ten cents.
7. The GYPSY wore many rings and bracelets.
8. The ICE made the drink cold.
9. A little bear is called a CUB.
10. A pig walked by the open GATE.

Score ☐

THE PCRS

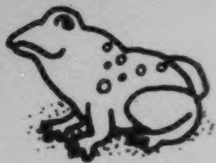
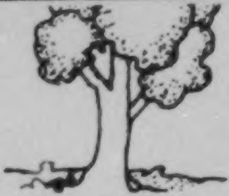
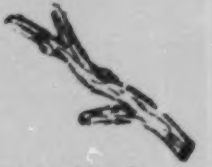
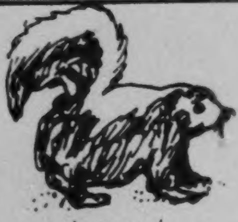
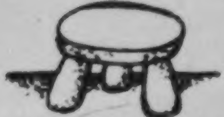
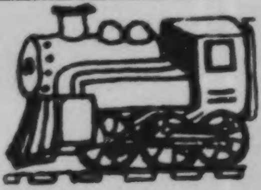
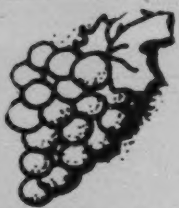
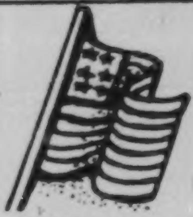
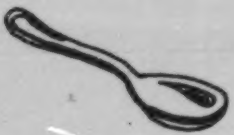
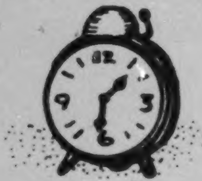
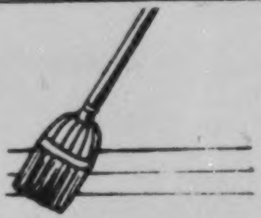
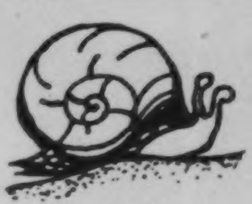
POST-TEST

·075

NAME______________________________

DATE______________________________

DIRECTIONS: Draw a circle around the consonant blend in the word.

1.  frog	2.  tree	3.  stick
4.  skunk	5.  stool	6.  train
7.  grapes	8.  flag	9.  spoon
10.  clock	11.  broom	12.  snail

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

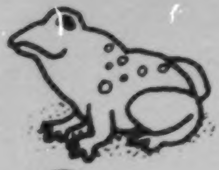
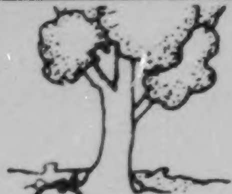
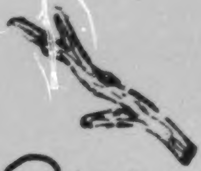
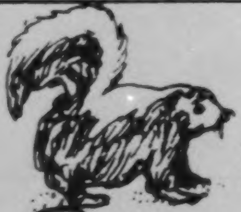
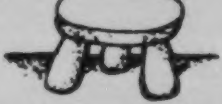
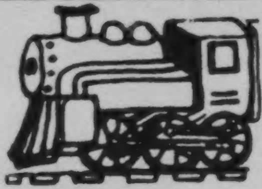
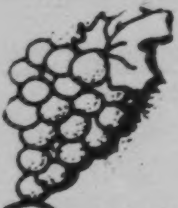
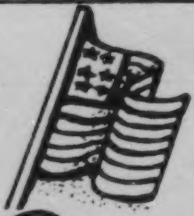
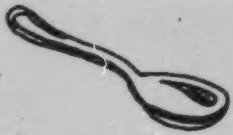
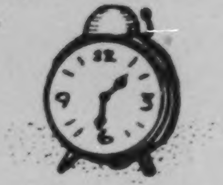
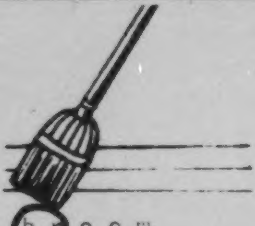
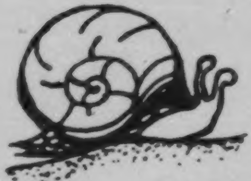
POST-TEST

·075

NAME______________________________

DATE______________________________

DIRECTIONS: Draw a circle around the consonant blend in the word.

1.  frog	2.  tree	3.  stick
4.  skunk	5.  stool	6.  train
7.  grapes	8.  flag	9.  spoon
10.  clock	11.  broom	12.  snail

Score ☐

PT: 110

THE PCRS

POST-TEST

•076

NAME ________________________________

DATE ________________________________

DIRECTIONS: Answer each riddle with a word which contains either a two or three letter blend. The number of blank spaces indicates how many letters the word has. The first one is done for you.

1. A bee can do this to a person. s t i n g
2. Always obey this kind of sign. _ _ _ _
3. This rises from a chimney. _ _ _ _ _
4. Use this to dig the earth. _ _ _ _ _
5. A baby sleeps in this. _ _ _ _
6. You can find the location of countries on this object. _ _ _ _ _
7. You do this when you wash the floor. _ _ _ _ _
8. You do this with a baseball. _ _ _ _ _
9. This is used to hold paper together. _ _ _ _
10. We usually eat off one of these. _ _ _ _ _

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

·076

NAME

DATE

DIRECTIONS: Answer each riddle with a word which contains either a two or three letter blend. The number of blank spaces indicates how many letters the word has. The first one is done for you.

1. A bee can do this to a person. s t i n g

2. Always obey this kind of sign. S T O P

3. This rises from a chimney. S M O K E

4. Use this to dig the earth. S P A D E

5. A baby sleeps in this. C R I B

6. You can find the location of countries on this object. G L O B E

7. You do this when you wash the floor. S C R U B

8. You do this with a baseball. T H R O W
P I T C H

9. This is used to hold paper together. G L U E
C L I P

10. We usually eat off one of these. P L A T E

Score

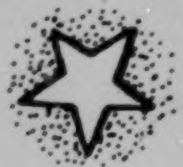
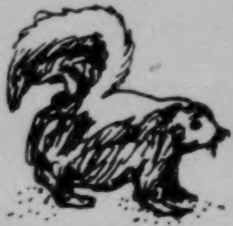
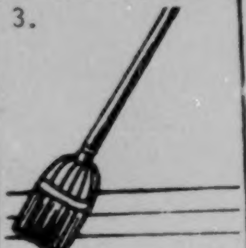
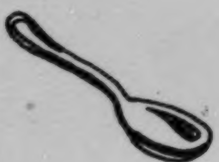
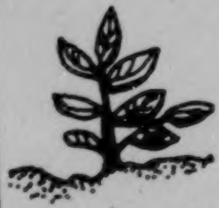
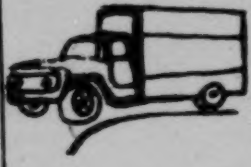
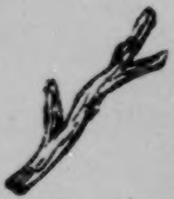
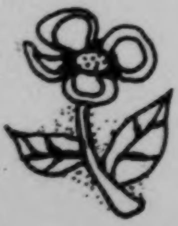
THE PCRS

POST-TEST
·077

NAME
DATE

DIRECTIONS: Write the consonant blends below with the word parts under the pictures to make a word that names the picture.

tr	st	pl	br	fl	sp	sk

1.  __ar	2.  __unk	3.  __oom	4.  __oon
5.  __ant	6.  __uck	7.  __ick	8.  __ower

Score.

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST
•077

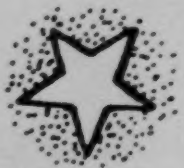
NAME ____________________

DATE ____________________

DIRECTIONS: Write the consonant blends below with the word parts under the pictures to make a word that names the picture.

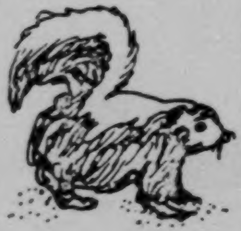
tr st pl br fl sp sk

1.



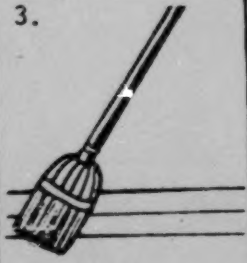
STar

2.



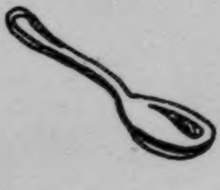
SKunk

3.



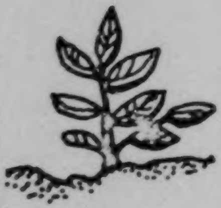
BRoom

4.



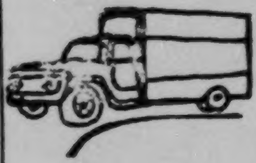
SPoon

5.



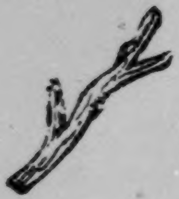
PLant

6.



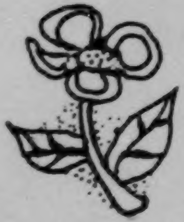
TRuck

7.



STick

8.



FLower

Score

THE PCRS

POST-TEST

•078

NAME ______________________________

DATE ______________________________

DIRECTIONS: Circle the blends in the words below. Use a word from the list to complete each sentence.

program
instead
blaze
plug
umbrella
between
frost
blocked
sweater
storm
teaspoon
crown
trailer
dream
spend
basket

1. Save your money; don't __________ it.
2. Ride your bike __________ of walking so far.
3. The sixth grade practiced in the gym for their spring __________.
4. The wrecked truck on the highway __________ traffic for hours.
5. The wind blew and the sky grew dark before the __________ started.
6. Get your wool __________ on to keep warm.
7. The driver was pulling a small __________ loaded with trash behind his car.
8. While he was sleeping, Sue had a __________ about riding on the clouds.
9. He needed an __________ to keep dry in the rain.
10. Mother put a __________ of salt in the soup.

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

•078

NAME ____________________

DATE ____________________

DIRECTIONS: Circle the blends in the words below. Use a word from the list to complete each sentence.

program
instead
blaze
plug

umbrella
between
frost
blocked

sweater
storm
teaspoon
crown

trailer
dream
spend
basket

1. Save your money; don't SPEND it.
2. Ride your bike INSTEAD of walking so far.
3. The sixth grade practiced in the gym for their spring PROGRAM
4. The wrecked truck on the highway BLOCKED traffic for hours.
5. The wind blew and the sky grew dark before the STORM started.
6. Get your wool SWEATER on to keep warm.
7. The driver was pulling a small TRAILER loaded with trash behind his car.
8. While he was sleeping, Sue had a DREAM about riding on the clouds.
9. He needed an UMBREllA to keep dry in the rain.
10. Mother put a TEASPOON of salt in the soup.

Score ☐

THE PCRS

POST-TEST
•079

NAME ________________________
DATE ________________________

DIRECTIONS: Choose a consonant blend and make a real word to complete each sentence.

---

gl gr tw sw sp pr cr sn dr cl

---

1. The __ __ ark from the burning woods started the grass on fire.
2. I found a baby __ __ ake in the yard yesterday.
3. We had a sur __ __ ise party for Judy today.
4. Cathy was __ __ ad to go home after a long day at work.
5. The old man got an __ __ y when my ball went in his yard.
6. My brother can lift one hun __ __ ed pounds.
7. We heard a loud __ __ ash when Mom drove the car over the bikes.
8. Did you know that Pete has a __ __ in sister?
9. Mom told Mary to get the broom to __ __ eep the floor.
10. The man __ __ oses the door every night when he goes home.

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST
•079

NAME
DATE

DIRECTIONS: Choose a consonant blend and make a real word to complete each sentence.

---

gl gr tw sw sp pr cr sh dr cl

---

1. The S P ark from the burning woods started the grass on fire.
2. I found a baby S N ake in the yard yesterday.
3. We had a sur P R ise party for Judy today.
4. Cathy was G L ad to go home after a long day at work.
5. The old man got an G R y when my ball went in his yard.
6. My brother can lift one hun D R ed pounds.
7. We heard a loud C R ash when Mom drove the car over the bikes.
8. Did you know that Pete has a T W in sister?
9. Mom told Mary to get the broom to S W eep the floor.
10. The man C L oses the door every night when he goes home.

Score

THE PCRS

POST-TEST

NAME ______________________________

DATE ______________________________

•080

DIRECTIONS: Look at the consonant blends and the list of words below. Change the first letter in each word by adding a consonant blend to make a new word.

pl sl fl cl st br dr tr bl

1. night ____________
2. rain ____________
3. hope ____________
4. pump ____________
5. down ____________
6. back ____________
7. day ____________
8. boat ____________
9. red ____________
10. ream ____________

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

•080

NAME

DATE

DIRECTIONS: Look at the consonant blends and the list of words below. Change the first letter in each word by adding a consonant blend to make a new word.

pl sl fl cl st br dr tr bl

1. night PLIGHT, SLIGHT, FLIGHT, BRIGHT, BLIGHT
2. rain PLAIN, SLAIN, STAIN, DRAIN, TRAIN
3. hope SLOPE
4. pump PLUMP, SLUMP, CLUMP, TRUMP
5. down CLOWN, BROWN, DROWN
6. back SLACK, FLACK, CLACK, TRACK, BLACK
7. day PLAY, SLAY, FLAY, CLAY, STAY, TRAY
8. boat FLOAT, BLOAT
9. red SLED, FLED, FRED, BLED
10. ream STEAM, DREAM

Score

THE PCRS

POST-TEST
•082

NAME ______________________
DATE ______________________

DIRECTIONS: Circle the consonant digraphs. Look at where they come in the words. Put the words in the right columns.

black
mash
shirt
washing
somewhere
path

search
cheese
shout
mother
bunch
wish

thank
short
luck
chair
white
reaches

faithful
this
tracked
achieve
bathtub
tooth

BEGINNING	MIDDLE	END

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST
•082

NAME ____________________
DATE ____________________

DIRECTIONS: Circle the consonant digraphs. Look at where they come in the words. Put the words in the right columns.

black
mash
shirt
washing
somewhere
path

search
cheese
shout
mother
bunch
wish

thank
short
luck
chair
white
reaches

faithful
this
tracked
achieve
bathtub
tooth

BEGINNING	MIDDLE	END
SHIRT	WASHING	BLACK
SHOUT	MOTHER	PATH
THANK	REACHES	SEARCH
SHORT	ACHIEVE	BUNCH
CHAIR	FAITHFUL	WISH
WHITE	TRACKED	LUCK
CHEESE	BATHTUB	TOOTH
THIS	SOMEWHERE	MASH

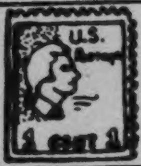
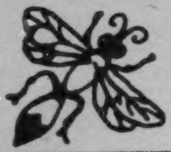
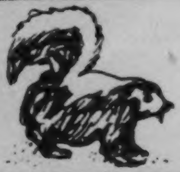
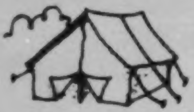
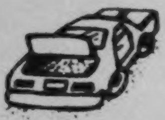
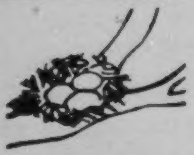
Score ☐

THE PCRS

POST-TEST
•084

NAME______________________________
DATE______________________________

DIRECTIONS: In each row, circle all the words that have the same ending sound as the key picture.

1. 	cramp	hump	broom	brought
2. 	cost	crisp	brick	lisp
3. 	dunk	crisp	toast	punk
4. 	rent	crunch	chair	tent
5. 	blast	punk	skunk	hunk
6. 	test	best	lamp	track

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 123

THE PCRS

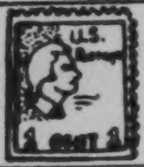
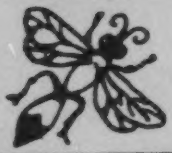
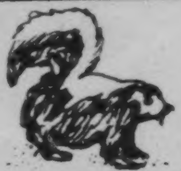
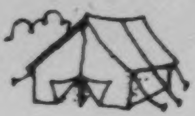
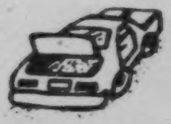
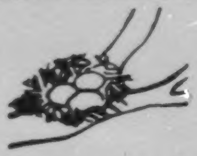
POST-TEST

•084

NAME ________________________

DATE ________________________

DIRECTIONS: In each row, circle all the words that have the same ending sound as the key picture.

1. 	[✓ cramp] [✓ hump] broom brought
2. 	cost [✓ crisp] brick [✓ lisp]
3. 	[✓ dunk] crisp toast [✓ punk]
4. 	[✓ rent] crunch chair [✓ tent]
5. 	blast [✓ punk] [✓ skunk] [✓ hunk]
6. 	[✓ test] [✓ best] lamp track

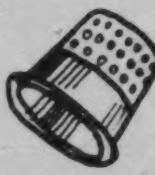
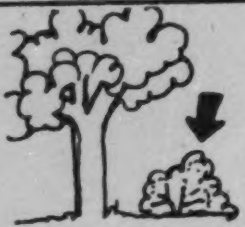
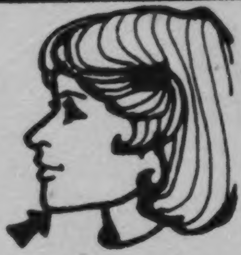
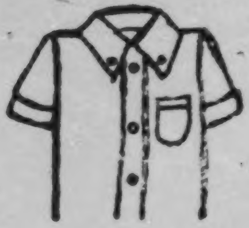
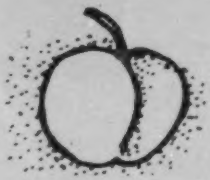
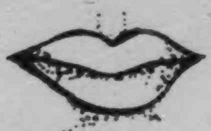
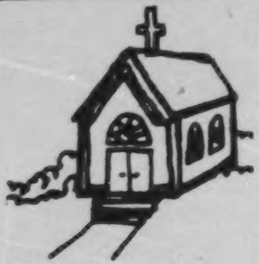
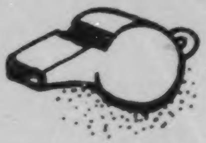
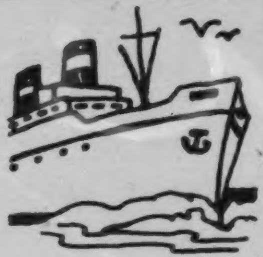
Score ☐

THE PCRS

POST-TEST
•085

NAME ______________________
DATE ______________________

DIRECTIONS: Circle the letters that have the same beginning or ending sound as the picture.

1.  ch th	2.  wh sh	3.  ch sh
4.  th sh	5.  th ch	6.  th wh
7.  ch th	8.  ch wh	9.  sh ch

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

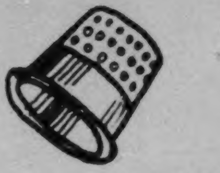
THE PCRS

POST-TEST
•085

NAME______________________________________
DATE______________________________________

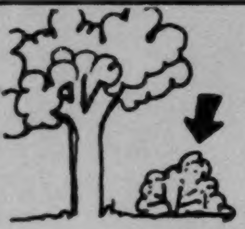
DIRECTIONS: Circle the letters that have the same beginning or ending sound as the picture.

1.



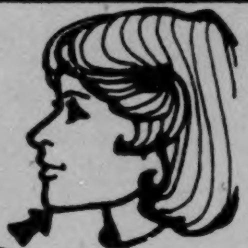
ch [✓ th]

2.



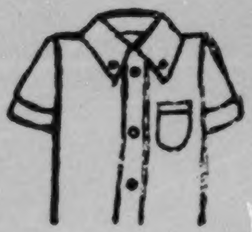
wh [✓ sh]

3.



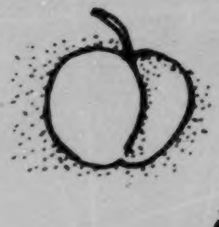
[✓ ch] sh

4.



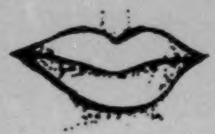
th [✓ sh]

5.



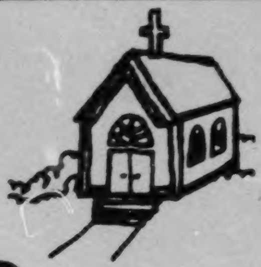
th [✓ ch]

6.



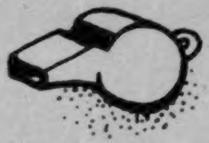
[✓ th] wh

7.



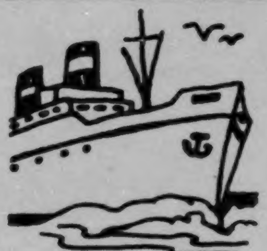
[✓ ch] th

8.



ch [✓ wh]

9.



[✓ sh] ch

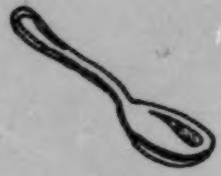
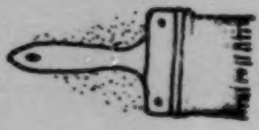
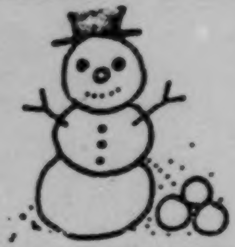
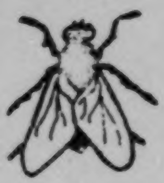
Score ☐

THE PCRS

POST-TEST
•028
Page 1

NAME______________________________
DATE______________________________

DIRECTIONS: In each row circle all the words that have the same beginning sound as the key picture.

Row 1		broom	spoon	spook	duke
Row 2		sting	broom	groom	bride
Row 3		snake	snow	snipe	snail
Row 4		flag	fresh	flip	friend

Score

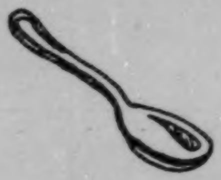
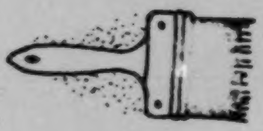
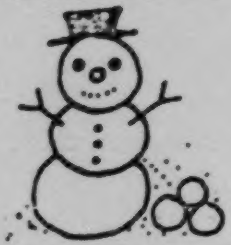
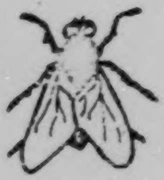
ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST
• 086
Page 1

NAME ______________________________
DATE ______________________________

DIRECTIONS: In each row circle all the words that have the same beginning sound as the key picture.

Row 1		broom	[✓ spoon]	[✓ spook]	duke
Row 2		sting	[✓ broom]	groom	[✓ bride]
Row 3		[✓ snake]	[✓ snow]	[✓ snipe]	[✓ snail]
Row 4		[✓ flag]	fresh	[✓ flip]	friend

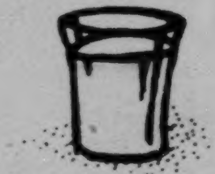
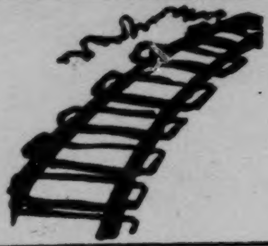
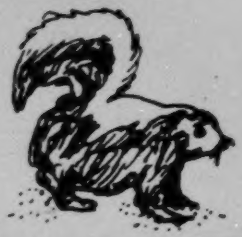
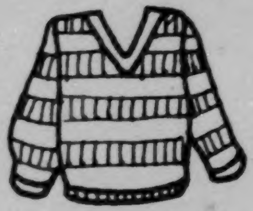
Score ☐

THE PCRS

POST-TEST
•086
Page 2

NAME______________________________
DATE______________________________

DIRECTIONS: In each row circle all the words that have the same beginning sound as the key picture.

Row 5		gloom	brick	stick	glass
Row 6		trail	snail	trip	back
Row 7		sky	scooter	trail	plate
Row 8		swing	switch	glue	broken

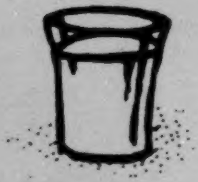
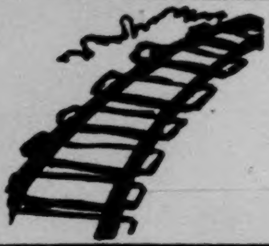
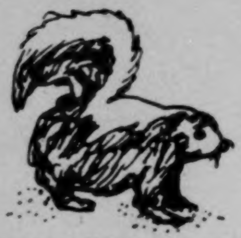
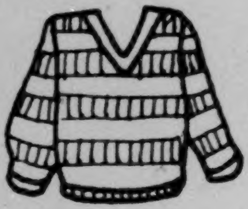
ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST
•086
Page 2

NAME__________________________________
DATE__________________________________

DIRECTIONS: In each row circle all the words that have the same beginning sound as the key picture.

Row 5		[✓ gloom]	brick	stick	[✓ glass]
Row 6		[✓ trail]	snail	[✓ trip]	back
Row 7		[✓ sky]	[✓ scooter]	trail	plate
Row 8		[✓ swing]	[✓ switch]	glue	broken

THE PCRS

NAME ____________________
DATE ____________________

POST-TEST
•087

DIRECTIONS: Look at the list of words below. If the ch in the word has a HARD sound put an H after the word. If the ch has a SOFT sound, put an S after the word.

1. chicken ________
2. echo ________
3. chili ________
4. school ________
5. stomach ________
6. choir ________
7. choke ________
8. chip ________
9. church ________
10. charge ________

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST
•087

NAME ____________________
DATE ____________________

DIRECTIONS: Look at the list of words below. If the ch in the word has a HARD sound put an H after the word. If the ch has a SOFT sound, put an S after the word.

1. chicken S
2. echo H
3. chili S
4. school H
5. stomach H
6. choir H
7. choke S
8. chip S
9. church S
10. charge S

Score ☐

THE PCRS

POST-TEST

•088

NAME_____________________________

DATE_____________________________

DIRECTIONS: Complete the sentence by adding one of the word parts to the incomplete word.

1. One should never wh_____to get his way.

om ine en

2. The red sh_____was used for a playhouse.

ook ad ed

3. A bicycle can be ridden on a pa_____.

th sh ch

4. "Sh_____your shoes," said John.

ip ell ine

5. Ranchers sh_____wool from sheep at least once a year.

ap ear op

6. A farmer used his hoe to ch_____weeds.

ep ap op

7. The diver was caught in a giant sh_____.

ale ell ed

8. Eagles ch_____mice and snakes for food.

oose alk ap

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

•088

NAME ____________________

DATE ____________________

DIRECTIONS: Complete the sentence by adding one of the word parts to the incomplete word.

1. One should never whINE to get his way.

   om ine en

2. The red shED was used for a playhouse.

   ook ad ed

3. A bicycle can be ridden on a paTH.

   th sh ch

4. "ShINE your shoes," said John.

   ip ell ine

5. Ranchers shEAR wool from sheep at least once a year.

   ap ear op

6. A farmer used his hoe to chOP weeds.

   ep ap op

7. The diver was caught in a giant shEll.

   ale ell ed

8. Eagles chOOSE mice and snakes for food.

   oose alk ap

Score

THE PCRS

POST-TEST
•089

NAME____________________________
DATE____________________________

DIRECTIONS: Each sentence below contains one word with a consonant blend at the beginning. Copy the word on the blank after the sentence.

1. Don't smack little John. ________________
2. Why did Jim kick the stool. ________________
3. Mmmm, I smell good food cooking. ________________
4. I like my crib. ________________
5. Jim did trip over his big feet. ________________
6. I will plant a new seed. ________________
7. Jim is not stupid, just lazy. ________________
8. Did you see the ugly flower? ________________

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

•089

NAME

DATE

DIRECTIONS: Each sentence below contains one word with a consonant blend at the beginning. Copy the word on the blank after the sentence.

1. Don't smack little John. SMACK
2. Why did Jim kick the stool. STOOL
3. Mmmm, I smell good food cooking. SMELL
4. I like my crib. CRIB
5. Jim did trip over his big feet. TRIP
6. I will plant a new seed. PLANT
7. Jim is not stupid, just lazy. STUPID
8. Did you see the ugly flower? FLOWER

Score ☐

THE PCRS

POST-TEST

•098

NAME ______________________________

DATE ______________________________

DIRECTIONS: Choose a word that completes the rhyme and write the word in the blank.

Jim is so tall. It makes it easy for him to play ___________.	darts ball swing
For this animal you will have to dig. It is called a _______________.	prune apple pig
The cat hit the rat with a _______________.	log dog bat
Watch out for the log. It will roll on the __________.	cat dog rat
Jake hit the snake with a _______________.	hake rake bake

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST
•098

NAME ______________________
DATE ______________________

DIRECTIONS: Choose a word that completes the rhyme and write the word in the blank.

Jim is so tall. It makes it easy for him to play BALL.	darts ball swing
For this animal you will have to dig. It is called a PIG.	prune apple pig
The cat hit the rat with a BAT.	log dog bat
Watch out for the log. It will roll on the DOG.	cat dog rat
Jake hit the snake with a RAKE.	hake rake bake

Score ☐

THE PCRS

POST-TEST

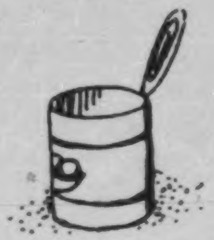
•099

NAME______________________________

DATE______________________________

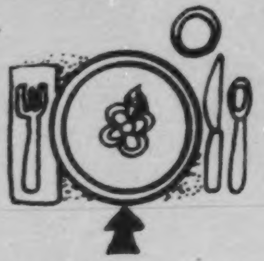
DIRECTIONS: Circle the word that names the picture.

1.



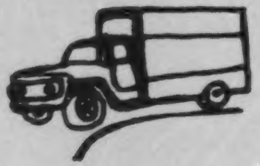
man can tack

2.



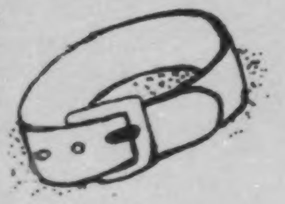
dish fish wash

3.



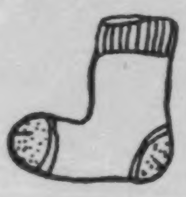
stuck lock truck

4.



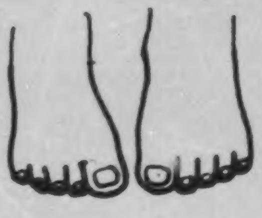
felt belt meat

5.



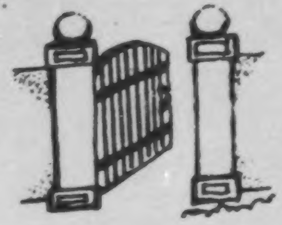
rock mate sock

6.



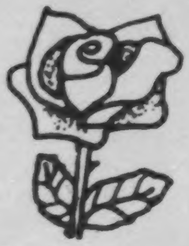
beef feet neat

7.



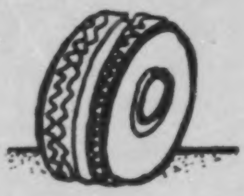
gate late game

8.



nose poem rose

9.



fine wire tire

Score ☐

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THE PCRS

POST-TEST

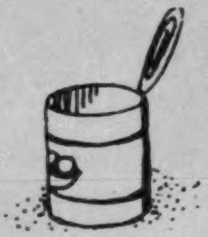
·099

NAME

DATE

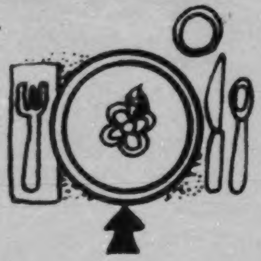
DIRECTIONS: Circle the word that names the picture.

1.



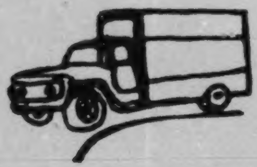
man [✓ can] tack

2.



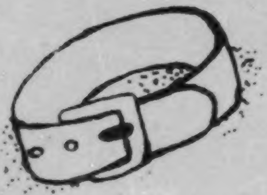
[✓ dish] fish wash

3.



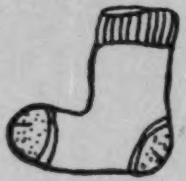
stuck lock [✓ truck]

4.



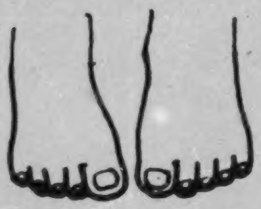
felt [✓ belt] meat

5.



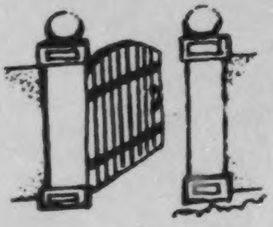
rock mate [✓ sock]

6.



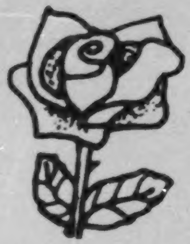
beef [✓ feet] neat

7.



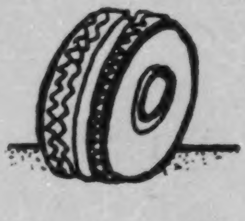
[✓ gate] late game

8.



nose poem [✓ rose]

9.



fine wire [✓ tire]

Score

THE PCRS

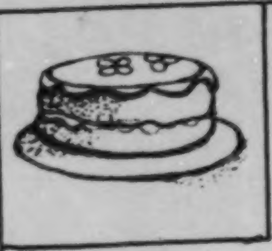
POST-TEST

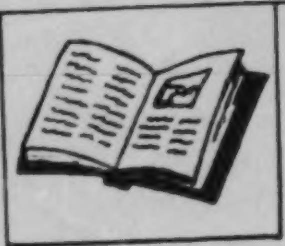
•101

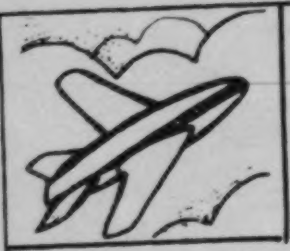
NAME____________________________________
DATE____________________________________

DIRECTIONS: Write the letter or letters to complete the word that names the picture.

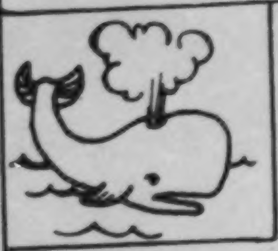
Row 1

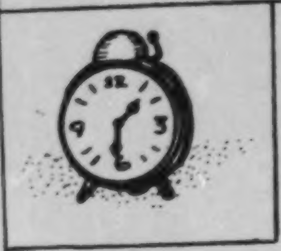

s
t
c
__ake

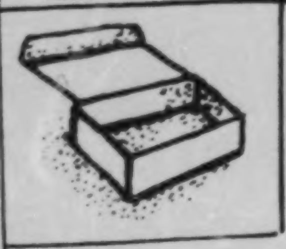

r
b
x
__ook


pl
cl
st
___ane

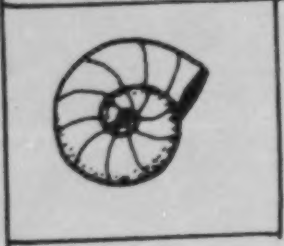
Row 2

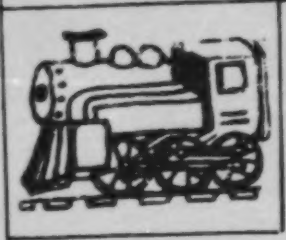

sh
th
wh
__ale

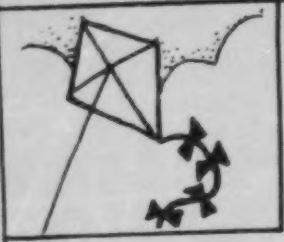

sl
cl
pl
__ock


t
r
b
__ox

Row 3


sh
th
cl
__ell


tr
sr
br
__ain


s
k
v
__ite

Score ☐

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THE PCRS

POST-TEST

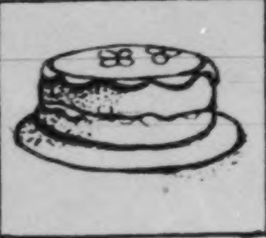
.101

NAME

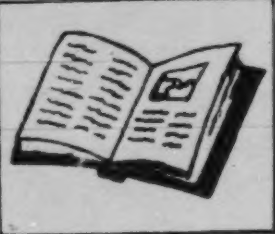
DATE

DIRECTIONS: Write the letter or letters to complete the word that names the picture.

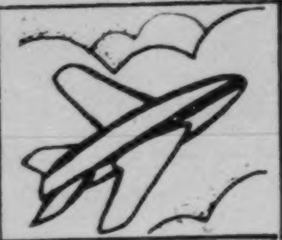
Row 1


s
t
c

Cake

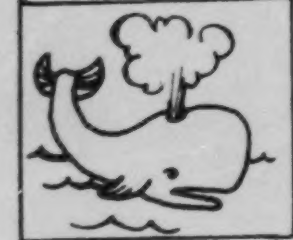

r
b
x

Book

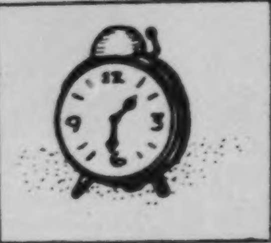

pl
cl
st

PLane

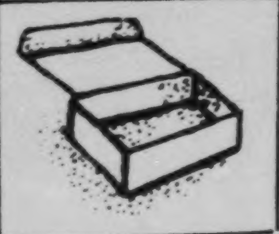
Row 2


sh
th
wh

WHale

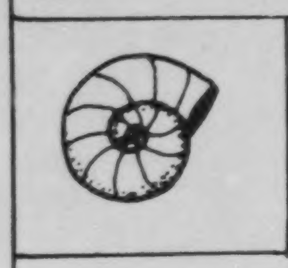

sl
cl
pl

CLock

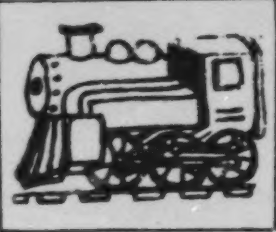

t
r
b

Box

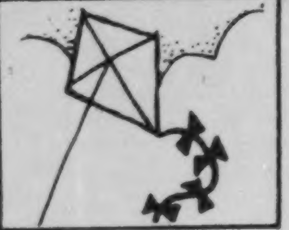
Row 3


sh
th
cl

SHell


tr
sr
br

TRain


s
k
v

Kite

Score ☐

PT: 142

THE PCRS

POST-TEST
•106

NAME ______________________________
DATE ______________________________

DIRECTIONS: Look at the letter at the top of each column. Circle the words that have the short vowel sound as that same vowel letter.

A	E	I	O	U
sail	set	Jill	not	trust
can	seed	mile	hope	fuss
Dan	mend	trick	drop	fuse
cane	steal	tip	droop	but
pain	seat	time	no	gum
lake	bell	kit	hop	suit
pan	rest	rink	float	number
pane	team	Jim	coat	ruin

Score

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PT: 143

THE PCRS

POST-TEST
•106

NAME ____________________
DATE ____________________

DIRECTIONS: Look at the letter at the top of each column. Circle the words that have the short vowel sound as that same vowel letter.

A	E	I	O	U
sail	[✓ set]	[✓ Jill]	[✓ not]	[✓ trust]
[✓ can]	seed	mile	hope	[✓ fuss]
[✓ Dan]	[✓ mend]	[✓ trick]	[✓ drop]	fuse
cane	steal	[✓ tip]	droop	[✓ but]
pain	seat	time	no	[✓ gum]
lake	[✓ bell]	[✓ kit]	[✓ hop]	suit
[✓ pan]	[✓ rest]	[✓ rink]	float	[✓ number]
pane	team	[✓ Jim]	coat	ruin

Score ☐

THE PCRS

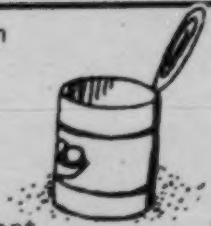
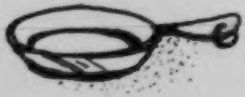
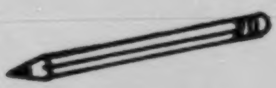
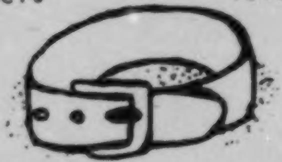
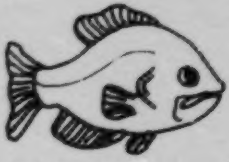
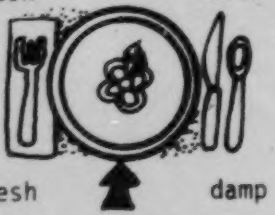
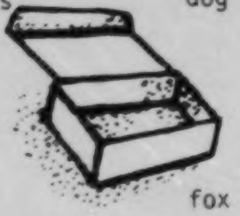
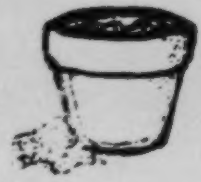
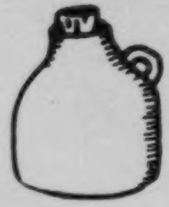
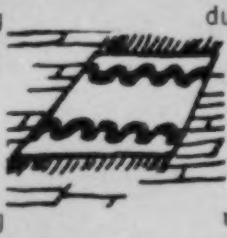
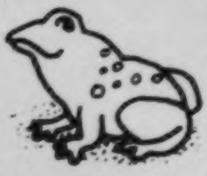
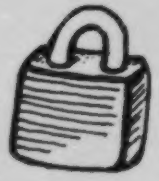
POST-TEST

•107

NAME ____________________

DATE ____________________

DIRECTIONS: In each box circle the word that names the picture.

Row 1	fan can  plant sand	pan plan  Jan tan	fender pencil  better fresh
Row 2	belt felt  melt bell	dish mesh  swish fish	desk dish  fresh damp
Row 3	socks dog  box fox	pot not  got jot	bug gun  jog jug
Row 4	tug dug  rug run	clog log  flog frog	block lock  sock clock

Score ☐

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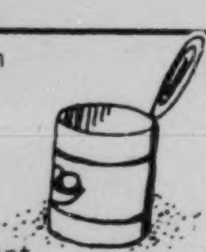
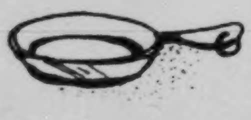
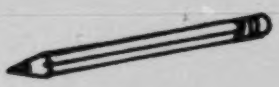
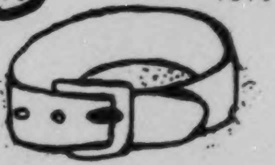
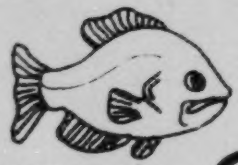
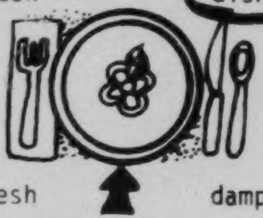
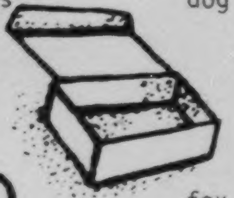
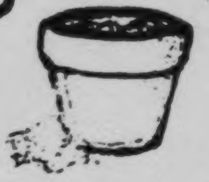
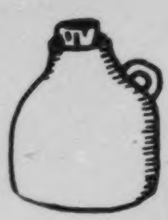
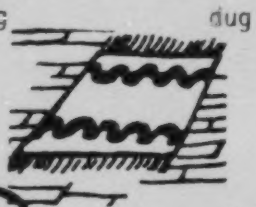
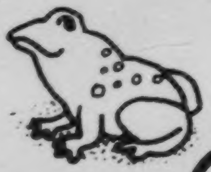
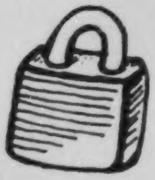
THE PCRS

NAME ____________________
DATE ____________________

POST-TEST

•107

DIRECTIONS: In each box circle the word that names the picture.

Row 1	fan [✓ can]  plant sand	[✓ pan] plan  Jan tan	fender [✓ pencil]  better fresh
Row 2	[✓ belt] felt  melt bell	dish mesh  swish [✓ fish]	desk [✓ dish]  fresh damp
Row 3	socks dog  [✓ box] fox	[✓ pot] not  got jot	bug gun  jog [✓ jug]
Row 4	tug dug  [✓ rug] run	clog log  flog [✓ frog]	block [✓ lock]  sock clock

Score

THE PCRS

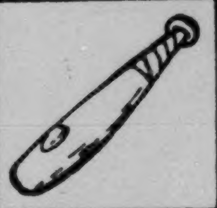
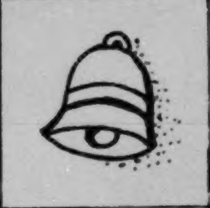
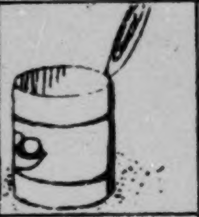
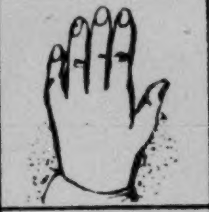
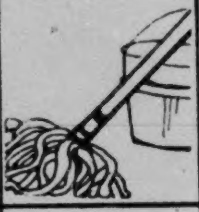
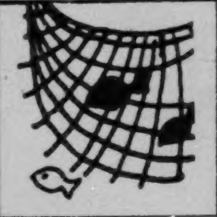
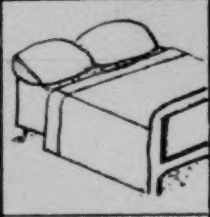
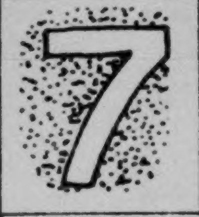
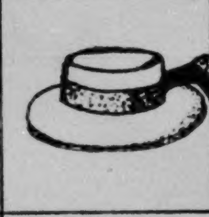
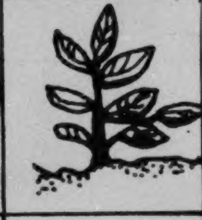
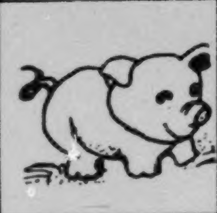
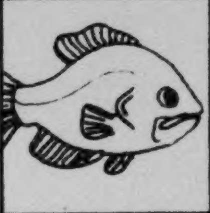
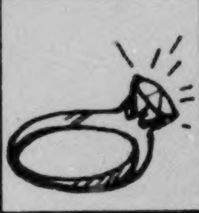
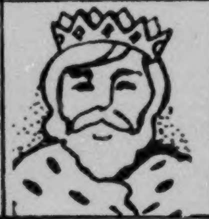
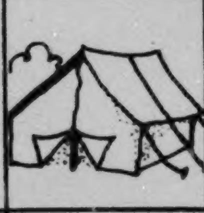
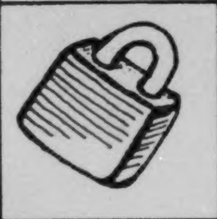
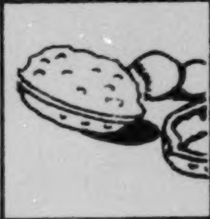
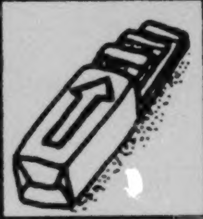
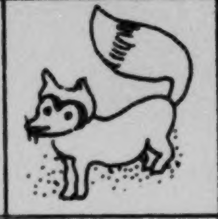
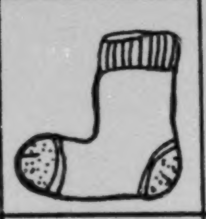
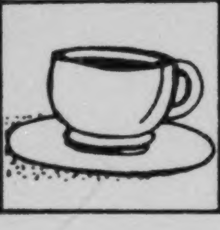
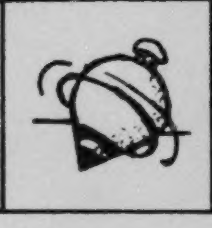
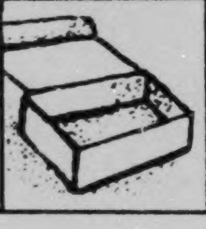
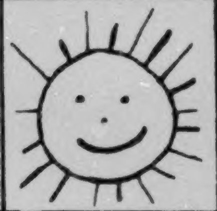
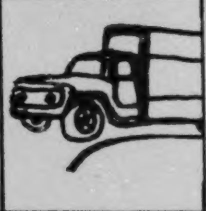
POST-TEST

•108

NAME______________________________

DATE______________________________

DIRECTIONS: Look at the vowel at the beginning of each row. Circle the pictures that have the same short vowel sounds.

Row 1	a					
Row 2	e					
Row 3	i					
Row 4	o					
Row 5	u					

Score

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THE PCRS

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DATE

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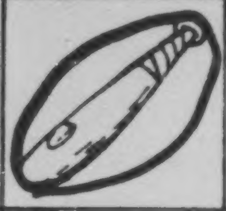
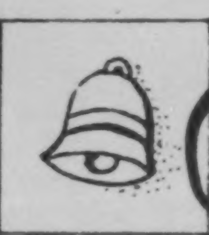
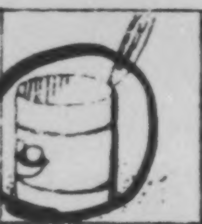
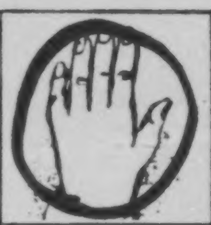
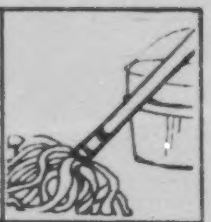
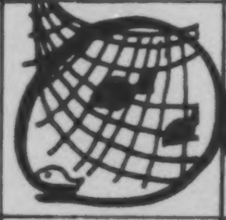
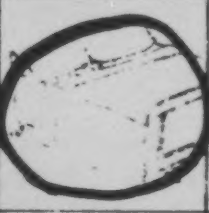
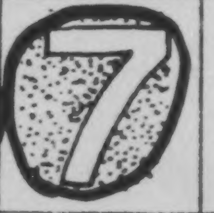
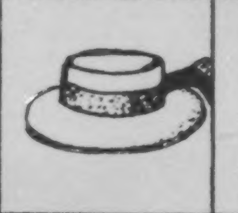
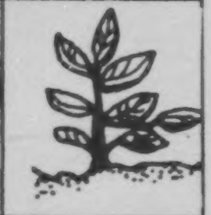
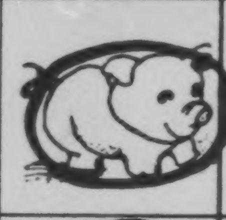
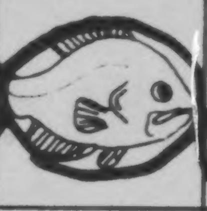
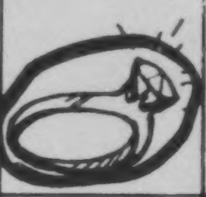
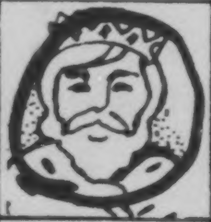
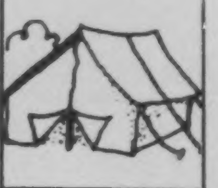
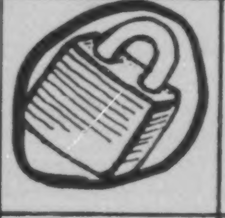
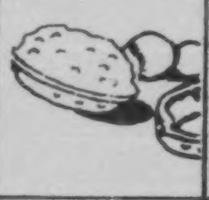
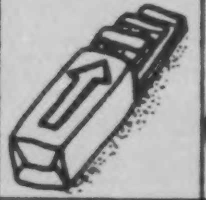
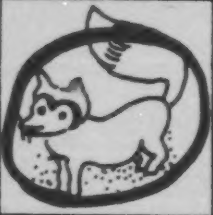
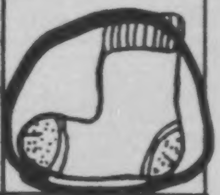
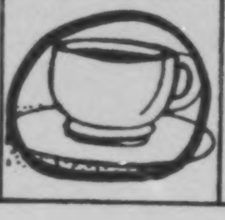
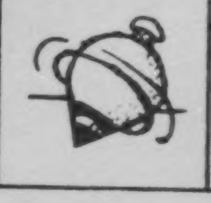
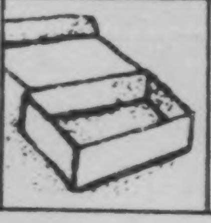
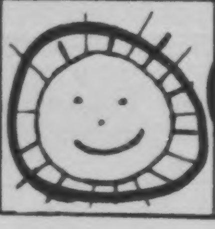
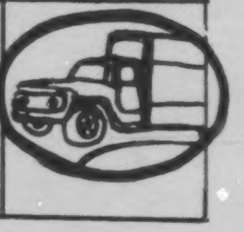
DIRECTIONS: Look at the vowel at the beginning of each row. Circle the pictures that have the same short vowel sounds.

Row 1	a					
Row 2	e					
Row 3	i					
Row 4	o					
Row 5	u					

Score

THE PCRS

POST-TEST

.109

NAME ______________________________
DATE ______________________________

DIRECTIONS: Look at the list of words. Make two new real words by changing the vowel.

1. cut __________ __________
2. jig __________ __________
3. bad __________ __________
4. top __________ __________
5. sick __________ __________
6. cap __________ __________
7. Dick __________ __________
8. bug __________ __________
9. hat __________ __________
10. ball __________ __________
11. pen __________ __________
12. bid __________ __________
13. rang __________ __________
14. not __________ __________
15. lock __________ __________
16. ton __________ __________
17. mess __________ __________
18. pet __________ __________
19. him __________ __________
20. son __________ __________

Score ☐

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THE PCRS

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NAME ______________________

DATE ______________________

·109

DIRECTIONS: Look at the list of words. Make two new real words by changing the vowel.

1.	cut	CAT		COT
2.	jig	JOG		JUG
3.	bad	BED	BID	BUD
4.	top	TAP		TIP
5.	sick	SACK	Sock	SUCK
6.	cap	COP		CUP
7.	Dick	DECK	Dock	DUCK
8.	bug	BAG	BEG BIG	BOG
9.	hat	HIT	HOT	HUT
10.	ball	BELL	BILL Boll	BULL
11.	pen	PAN	PIN	PUN
12.	bid	BAD	BED	BUD
13.	rang	RING		RUNG
14.	not	NET	NUT	NIT
15.	lock	LACK	Lick	LUCK
16.	ton	TAN	TEN	TIN
17.	mess	MASS	MISS MOSS	MUSS
18.	pet	PAT	PIT POT	PUT
19.	him	HAM	HEM	HUM
20.	son	SIN		SUN

Score ______

THE PCRS

POST-TEST

•111

NAME ______________________________

DATE ______________________________

DIRECTIONS: Circle the word that answers the riddle. "What is it?"

1. You do it with your eyes.

   seem see sweep

2. It is made by a spider.

   web sweep window

3. You wear it on cold days.

   boat clock coat

4. It makes everyone wet.

   train frame rain

5. There is a bird in it.

   rest nest next

6. You put it on a letter to mail.

   stamp tramp steam

7. It is not new.

   cold told old

8. It comes after five.

   six mix sticks

Score ☐

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PT: 151

THE PCRS

POST TEST

.111

NAME ....

DATE ....

DIRECTIONS: Circle the word that answers the riddle. "What is it?"

1. You do it with your eyes.

   seem [✓ see] sweep

2. It is made by a spider.

   [✓ web] sweep window

3. You wear it on cold days.

   boat clock [✓ coat]

4. It makes everyone wet.

   train frame [✓ rain]

5. There is a bird in it.

   rest [✓ nest] next

6. You put it on a letter to mail.

   [✓ stamp] tramp steam

7. It is not new.

   cold told [✓ old]

8. It comes after five.

   [✓ six] mix sticks

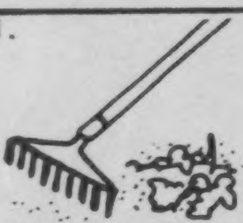
Score

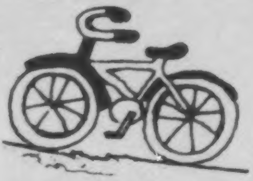
THE PCRS

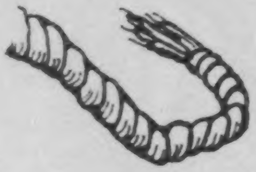
NAME______________________________
DATE______________________________

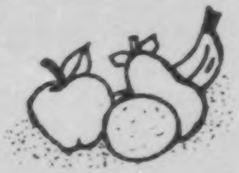
POST-TEST
•113

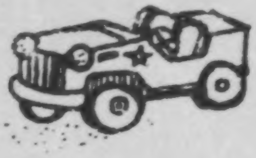
DIRECTIONS: In each box, circle the word that names the picture.

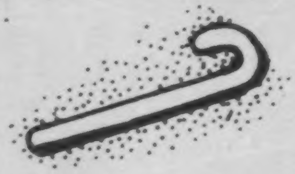
1.

cake rake came

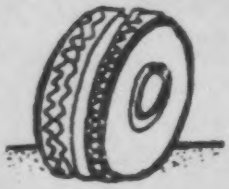
2.

bike kite fire

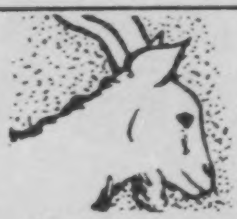
3.

coat soap rope

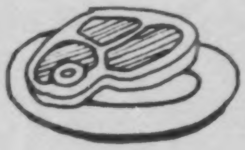
4.

blue fruit cube

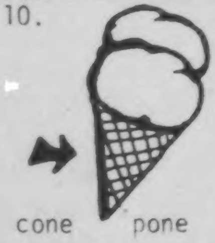
5.

steep meat jeep

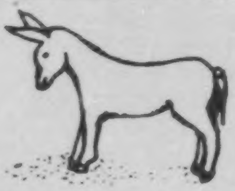
6.

cane case face

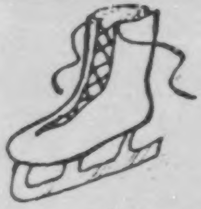
7.

time fire tire

8.

float goat load

9.

meat green real

10.

cone pone stone

11.

mile mule meal

12.

tape slate skate

Score

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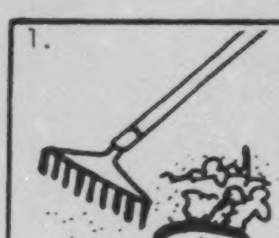
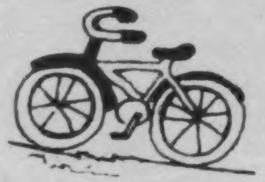
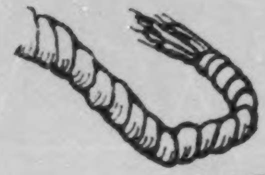
NAME________________________________

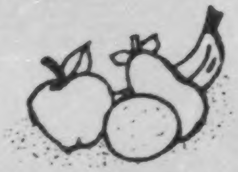
DATE________________________________

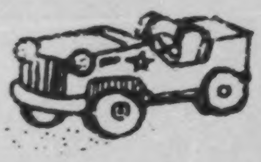
DIRECTIONS: In each box, circle the word that names the picture.

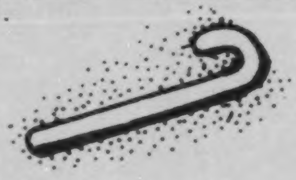
1.

cake [✓ rake] came

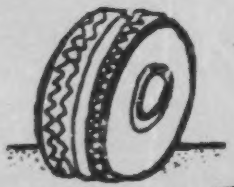
2.

[✓ bike] kite fire

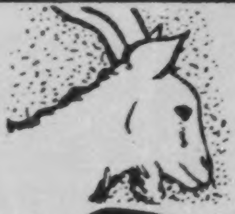
3.

coat soap [✓ rope]

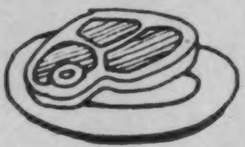
4.

blue [✓ fruit] cube

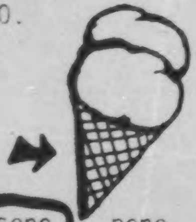
5.

steep meat [✓ jeep]

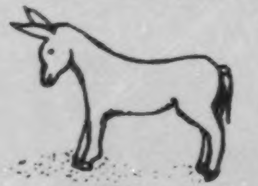
6.

[✓ cane] case face

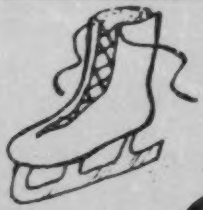
7.

time fire [✓ tire]

8.

float [✓ goat] load

9.

[✓ meat] green real

10.

[✓ cone] pone stone

11.

mile [✓ mule] meal

12.

tape slate [✓ skate]

Score ☐

PT:- 154

THE PCRS

POST-TEST

•114

NAME ____________________

DATE ____________________

DIRECTIONS: Read each word. Underline the long vowel sounds you hear in each word.

1. fable
2. graze
3. frail
4. nation
5. weight
6. cease
7. grief
8. beneath
9. breed
10. recent
11. apply
12. finer
13. ice
14. categorize
15. brighten
16. vocal
17. rover
18. boast
19. shoulder
20. slope
21. brute
22. tumor
23. tow
24. rescue
25. rule

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME ______________________
DATE ______________________

POST-TEST
•114

DIRECTIONS: Read each word. Underline the long vowel sounds you hear in each word.

1. fable
2. graze
3. frail
4. nation
5. weight
6. cease
7. grief
8. beneath
9. breed
10. recent
11. apply
12. finer
13. ice
14. categorize
15. brighten
16. vocal
17. rover
18. boast
19. shoulder
20. slope
21. brute
22. tumor
23. tow
24. rescue
25. rule

Score ☐

PT: 156

THE PCRS

POST-TEST

•115

NAME________________________________

DATE________________________________

DIRECTIONS: Look at each word. Underline each word that has a long vowel sound in it.

Row 1	take	tie	mill	sue	lobe
Row 2	beet	poke	like	cone	child
Row 3	bite	cut	soak	ball	boast
Row 4	rate	tin	Jan	neat	ran
Row 5	teach	rocks	mute	peck	rod
Row 6	might	lane	reel	mob	street
Row 7	so	net	sew	ride	pack
Row 8	rub	meat	pail	dune	mitt

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 157

THE PCRS

POST-TEST

•115

NAME________________________________

DATE________________________________

DIRECTIONS: Look at each word. Underline each word that has a long vowel sound in it.

Row 1	[✓ take]	[✓ tie]	mill	[✓ sue]	[✓ lobe]
Row 2	[✓ beet]	[✓ poke]	[✓ like]	[✓ cone]	[✓ child]
Row 3	[✓ bite]	cut	[✓ soak]	ball	[✓ boast]
Row 4	[✓ rate]	tin	Jan	[✓ neat]	ran
Row 5	[✓ teach]	rocks	[✓ mute]	peck	rod
Row 6	[✓ might]	[✓ lane]	[✓ reel]	mob	[✓ street]
Row 7	[✓ so]	net	[✓ sew]	[✓ ride]	pack
Row 8	rub	[✓ meat]	[✓ nail]	[✓ dune]	mitt

Score ☐

THE PCRS

POST-TEST

•116

NAME____________________________________
DATE____________________________________

DIRECTIONS: Look at the sentence with the incomplete word. Circle the vowel that will complete the word.

1. Dan thinks a horse is a m__le.

   long u short u

2. Our car needs some g__s.

   long a short a

3. Do you like to take a tr__p in your car?

   long i short i

4. She did not wait to open the b__x.

   long o short o

5. The small boy was able to count to t__n .

   long e short e

6. The last l__af fell from the tree.

   long e short e

7. Cora wants to skip r__pe all day.

   long o short o

8. It is past time to take a n__p.

   long a short a

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST TEST

•116

NAME
DATE

DIRECTIONS: Look at the sentence with the incomplete word. Circle the vowel that will complete the word.

1. Dan thinks a horse is a m__le.

   [✓ long u] short u

2. Our car needs some g__s.

   long a [✓ short a]

3. Do you like to take a tr__p in your car?

   long i [✓ short i]

4. She did not wait to open the b__x.

   long o [✓ short o]

5. The small boy was able to count to t__n .

   long e [✓ short e]

6. The last l__af fell from the tree.

   [✓ long e] short e

7. Cora wants to skip r__pe all day.

   [✓ long o] short o

8. It is past time to take a n__p.

   long a [✓ short a]

Score ☐

THE PCRS

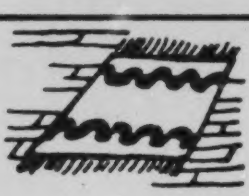
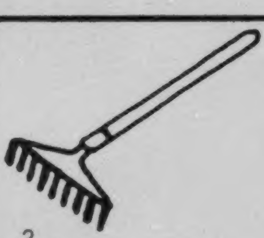
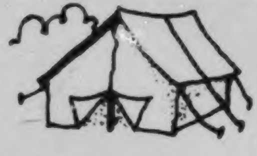
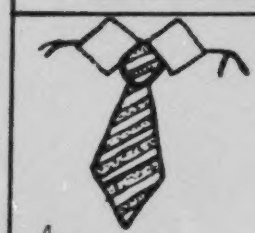
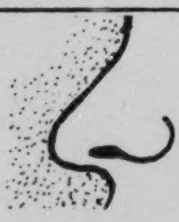
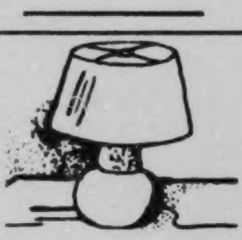
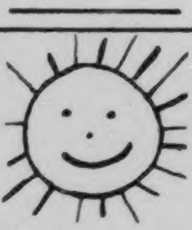
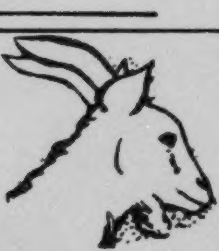
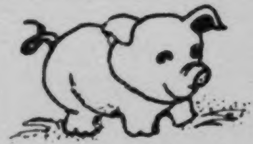
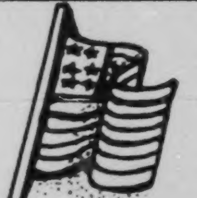
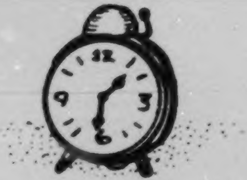
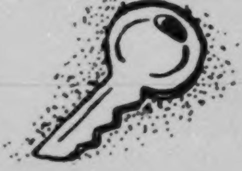
POST-TEST

.119

NAME________________________

DATE________________________

DIRECTIONS: Look at the picture. Say the name of the picture. Listen for the sound of the vowel. Write the vowel on the line below each picture.

 1. ________	 2. ________	 3. ________
 4. ________	 5. ________	 6. ________
 7. ________	 8. ________	 9. ________
 10. ________	 11. ________	 12. ________

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

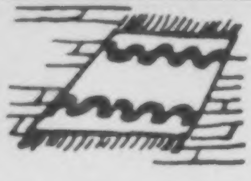
NAME________________________________

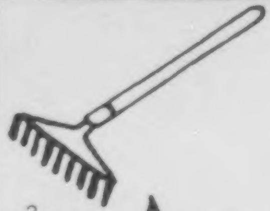
DATE________________________________

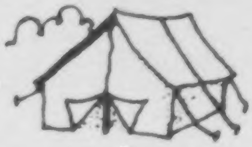
POST-TEST

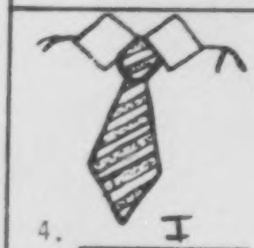
• 119

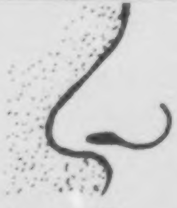
DIRECTIONS: Look at the picture. Say the name of the picture. Listen for the sound of the vowel. Write the vowel on the line below each picture.

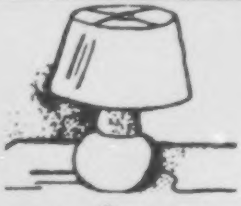

1. U

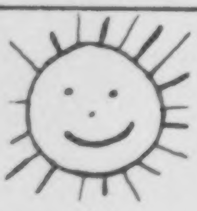

2. A

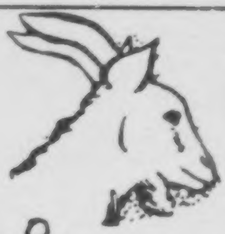

3. E

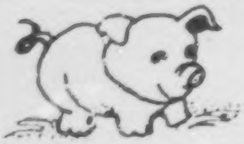

4. I

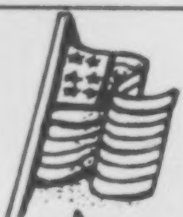

5. O

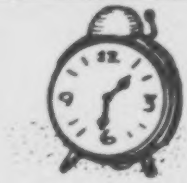

6. A

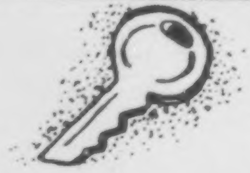

7. U


8. O


9. I


10. A


11. O


12. E

Score

PT: 162

THE PCRS

POST-TEST

.120

NAME ____________________

DATE ____________________

DIRECTIONS: Circle the word that completes each sentence.

1. Dad will ____________________ us to the circus.

   (a) bake (b) train (c) take

2. The ____________________ did not move.

   (a) rule (b) mule (c) tool

3. Jim ____________________ Dean in the race.

   (a) beat (b) beet (c) seat

4. Rose gave the dog a ________________.

   (a) tone (b) bone (c) boat

5. Ron wore a big wide ________________.

   (a) lie (b) time (c) tie

6. Ruth looked out her window and saw a ________________.

   (a) gate (b) lame (c) late

7. Fat Elbert will get up almost any time to go ______________.

   (a) right (b) eat (c) reach

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

.120

NAME ______________________

DATE ______________________

DIRECTIONS: Circle the word that completes each sentence.

1. Dad will ______________ us to the circus.

   (a) bake (b) train (c) [✓ take]

2. The ______________ did not move.

   (a) rule (b) [✓ mule] (c) tool

3. Jim ______________ Dean in the race.

   (a) [✓ beat] (b) beet (c) seat

4. Rose gave the dog a ______________.

   (a) tone (b) [✓ bone] (c) boat

5. Ron wore a big wide ______________.

   (a) lie (b) time (c) [✓ tie]

6. Ruth looked out her window and saw a ______________.

   (a) [✓ gate] (b) lame (c) late

7. Fat Elbert will get up almost any time to go ______________.

   (a) right (b) [✓ eat] (c) reach

Score

THE PCRS

POST-TEST

•122

NAME _____________________________

DATE _____________________________

DIRECTIONS: Read the vowel name before each sentence. Then read the sentence. Underline each word that has the same vowel sound as is written before each sentence.

(long u) 1. The cute little girl blushed when I saw her use the lipstick.

(short o) 2. Monk shoved the rocks in his pockets.

(long i) 3. Lila likes to wipe the dishes but not the frying pan.

(short e) 4. Jed let his pet hen peck at all the feed.

(long a) 5. Nate and Jane will take the baby to Grandma's.

(short u) 6. He said he felt snug as a bug in a rug.

(long o) 7. He wanted to load the goat on the boat but the old goat wouldn't go.

(short i) 8. Jim's sister will sit by Tiny Tim.

(long e) 9. We eat red beets and yellow beans.

(short a) 10. The rat ran past the trap right to the cat.

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

•122

NAME

DATE

DIRECTIONS: Read the vowel name before each sentence. Then read the sentence. Underline each word that has the same vowel sound as is written before each sentence.

(long u) 1. The cute little girl blushed when I saw her use the lipsti

(short o) 2. Monk shoved the rocks in his pockets.

(long i) 3. Lila likes to wipe the dishes but not the frying pan.

(short e) 4. Jed let his pet hen peck at all the feed.

(long a) 5. Nate and Jane will take the baby to Grandma's.

(short u) 6. He said he felt snug as a bug in a rug.

(long o) 7. He wanted to load the goat on the boat but the old goat wouldn't go.

(short i) 8. Jim's sister will sit by Tiny Tim.

(long e) 9. We eat red beets and yellow beans.

(short a) 10. The rat ran past the trap right to the cat.

Score

THE PCRS

POST-TEST
• 123

NAME ______________________________
DATE ______________________________

DIRECTIONS: Circle the word that completes each sentence.

1. The horse was gentle and ____________________.
same tame late

2. Ron went to ____________________ the letter.
pail chain mail

3. He took a big ____________________ from the ice-cream cone.
bite bike kite

4. The balloon had a large ____________________ in it.
mole hole hope

5. Mother sliced the ____________________ for lunch.
seat heat meat

6. The hot brown ____________________ was good to eat.
toad toast coast

7. Tom was ____________________ for school.
bake rate late

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 167

THE PCRS

POST-TEST

•123

NAME ______________________
DATE ______________________

DIRECTIONS: Circle the word that completes each sentence.

1. The horse was gentle and ______________________.
   same [✓ tame] late

2. Ron went to ______________________ the letter.
   pail chain [✓ mail]

3. He took a big ______________________ from the ice-cream cone.
   [✓ bite] bike kite

4. The balloon had a large ______________________ in it.
   mole [✓ hole] hope

5. Mother sliced the ______________________ for lunch.
   seat heat [✓ meat]

6. The hot brown ______________________ was good to eat.
   toad [✓ toast] coast

7. Tom was ______________________ for school.
   bake rate [✓ late]

Score ☐

THE PCRS

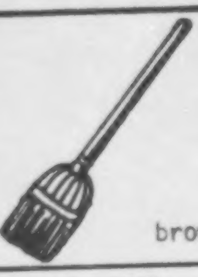
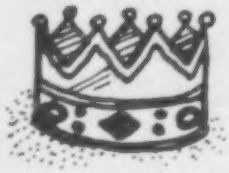
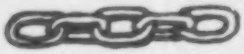
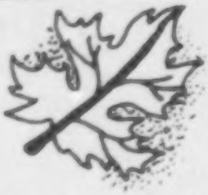
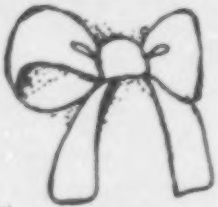
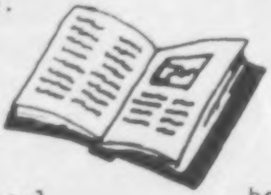
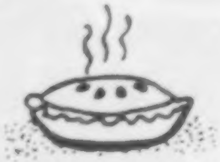
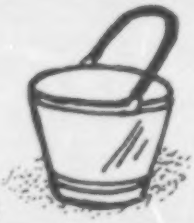
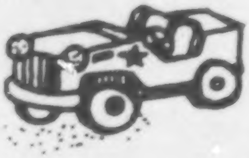
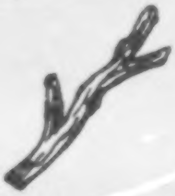
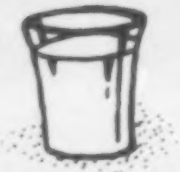
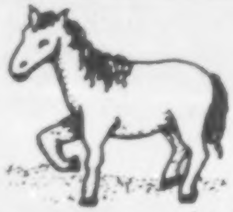
POST-TEST

•129

NAME____________________

DATE____________________

DIRECTIONS: Draw a circle around the word that names each picture.

1.  broom brown	2.  cried crown	3.  chain cheer
4.  leaf loaf	5.  sew bow	6.  bowl book
7.  pea pie	8.  pail pool	9.  jip jeep
10.  stack stick	11.  glass grass	12.  house horse

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

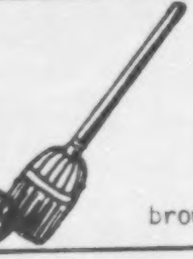
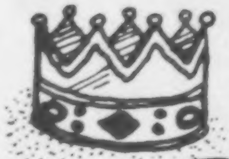
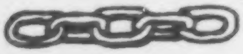
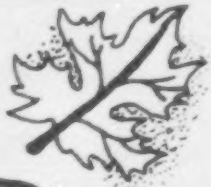
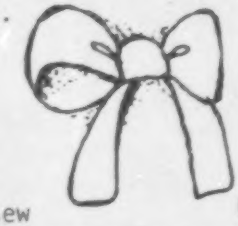
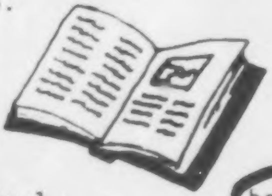
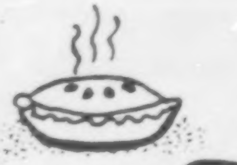
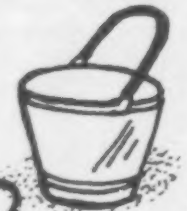
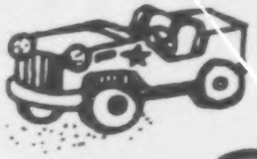
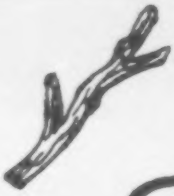
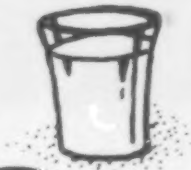
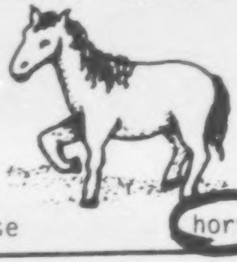
POST-TEST

•129

NAME________________________________

DATE________________________________

DIRECTIONS: Draw a circle around the word that names each picture.

1.  [✓ broom] brown	2.  cried [✓ crown]	3.  [✓ chain] cheer
4.  [✓ leaf] loaf	5.  sew [✓ bow]	6.  bowl [✓ book]
7.  pea [✓ pie]	8.  [✓ pail] pool	9.  jip [✓ jeep]
10.  stack [✓ stick]	11.  [✓ glass] grass	12.  house [✓ horse]

Score

PT: 170

THE PCRS

POST-TEST

•130

NAME ____________________

DATE ____________________

DIRECTIONS:

Read the words in Column B.
Then check to see if a Column A word has the same vowel sound.
Place the Column B word number beside its match in Column A.

Column A

1. voice ________
2. train ________
3. three ________
4. law ________
5. broom ________
6. owl ________
7. coat ________
8. head ________
9. bed ________

Column B

1. said
2. brake
3. toy
4. moon
5. dream
6. bowl
7. bought
8. ouch

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

·130

NAME

DATE

DIRECTIONS:

Read the words in Column B.
Then check to see if a Column A word has the same vowel sound.
Place the Column B word number beside its match in Column A.

Column A		Column B
1. voice	3	1. said
2. train	2	2. brake
3. three	5	3. toy
4. law	7	4. moon
5. broom	4	5. dream
6. owl	8	6. bowl
7. coat	6	7. bought
8. head	1	8. ouch
9. bed	1	

Score ☐

PT: 172

THE PCRS

POST-TEST

•131

NAME ______________________________
DATE ______________________________

DIRECTIONS: Complete the unfinished word at the end of each sentence to make sense with the sentence. You may choose from the following vowel combinations:
-oo, -ea, -aw, -ai, -ow, -ou, -oo, -ew, -ee

1. The small puppy was barking in the ____________. h___se
2. We fed some ______________ to the horse. gr___n
3. The football rolled into the ______________. str___t
4. The ________________ of the singer was very high. v___ce
5. The little girl did not know how to ______________ a ball. thr___
6. We went fishing in the ____________________. str___m
7. Dad told us to ____________________ our food well. ch___
8. Mom was using a __________________ to sew the dress. n___dle
9. Mother made ________________ for dinner. st___
10. We used a ___________________ to lift the car. h___st

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

• 131

NAME ______________________

DATE ______________________

DIRECTIONS: Complete the unfinished word at the end of each sentence to make sense with the sentence. You may choose from the following vowel combinations:
-oo, -ea, -aw, -ai, -ow, -ou, -oo, -ew, -ee

1. The small puppy was barking in the ____________. hOUse
2. We fed some ______________ to the horse. grAIn
3. The football rolled into the ______________. strEEt
4. The ________________ of the singer was very high. vOIce
5. The little girl did not know how to ______________ a ball. thrOW
6. We went fishing in the ______________________. strEAm
7. Dad told us to __________________ our food well. chEW
8. Mom was using a __________________ to sew the dress. nEEdle
9. Mother made ________________ for dinner. stEW
10. We used a ___________________ to lift the car. hOIst

Score ☐

PT: 174

THE PCRS

POST-TEST

·132

NAME ______________________________

DATE ______________________________

DIRECTIONS: Read the following sentences. Circle or underline all the words that contain vowel combinations.

Example: Dad did not want us to shout when we talked.

1. We were told not to run in the house.
2. The old boat had a hole in it.
3. The truck made a strange noise.
4. Do not swim in deep water.
5. It took us a long time to walk home.
6. The farmer used to plow on his land.
7. The church was very clean inside.
8. He was not ready when it was time to leave so he had to stay behind.

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

.132

NAME ______________________________

DATE ______________________________

DIRECTIONS: Read the following sentences. Circle all the words that contain vowel combinations.

Example: Dad did not want us to shout when we talked.

1. We were told not to run in the house.
2. The old boat had a hole in it.
3. The truck made a strange noise.
4. Do not swim in deep water.
5. It took us a long time to walk home.
6. The farmer used to plow on his land.
7. The church was very clean inside.
8. He was not ready when it was time to leave so he had to stay behind.

Score ☐

THE PCRS

POST-TEST

.133
3

NAME ______________________________
DATE ______________________________

DIRECTIONS: Read the sentences. Fill in the blanks with the right word.

green
loud
paw
team
toy
drain
noise
blow
news
proud
neat
toast

1. John was happy to make the baseball ____________________.
2. We usually eat ________________ in the morning.
3. He felt ____________________ when he hit the home run.
4. The dirty water went down the __________________.
5. The cat sat there licking his ____________________.
6. The chair made a loud __________________ when it fell over.
7. Mary always hung up her clothes and put things in their proper place so her room was always _______________.
8. We could feel the wind __________________ through the house.
9. Spring in Nebraska is always welcome when the trees suddenly turn _________________.
10. We listen to the local and national ________________ at 6:00 p.m.

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST TEST

• 133

3

NAME ______________________
DATE ______________________

DIRECTIONS: Read the sentences. Fill in the blanks with the right word.

---

green
loud
paw

team
toy
drain

noise
blow
news

proud
neat
toast

---

1. John was happy to make the baseball TEAM ____________.
2. We usually eat TOAST ________ in the morning.
3. He felt PROUD ________ when he hit the home run.
4. The dirty water went down the DRAIN ________.
5. The cat sat there licking his PAWS ________.
6. The chair made a loud NOISE ________ when it fell over.
7. Mary always hung up her clothes and put things in their proper place so her room was always NEAT ________.
8. We could feel the wind BLOW ________ through the house.
9. Spring in Nebraska is always welcome when the trees suddenly turn GREEN ________.
10. We listen to the local and national NEWS ________ at 6:00 p.m.

Score ☐

THE PCRS

POST-TEST
.133
4

NAME ______________________________
DATE ______________________________

DIRECTIONS: Choose a word from the list below to complete each sentence.

annoyed
auction
moist
fierce

choice
thief
neighbor
doily

employ
taught
height
royal

1. Her ____________________ is a friendly person.

2. How many persons does the factory ____________________?

3. The student teacher ____________________ a lesson.

4. What is the ____________________ of the room?

5. The lion gave a ____________________ growl.

6. There was a ____________________ on the bureau.

7. Who is your ____________________ for mayor?

8. Emily found several bargains at the ____________________.

9. Dad was ____________________ by the dented fender.

10. His ____________________ highness entered the palace.

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 179

THE PCRS

POST TEST

•133
4

NAME ______________________
DATE ______________________

DIRECTIONS: Choose a word from the list below to complete each sentence.

annoyed
auction
moist
fierce

choice
thief
neighbor
doily

employ
taught
height
royal

1. Her NEIGHBOR is a friendly person.
2. How many persons does the factory EMPLOY?
3. The student teacher TAUGHT a lesson.
4. What is the HEIGHT of the room?
5. The lion gave a FIERCE growl.
6. There was a DOILY on the bureau.
7. Who is your CHOICE for mayor?
8. Emily found several bargains at the AUCTION.
9. Dad was ANNOYED by the dented fender.
10. His ROYAL highness entered the palace.

Score ☐

THE PCRS

POST-TEST

.135

NAME ____________________

DATE ____________________

DIRECTIONS: Say each of the words on the list below out loud to your teacher.

1. owl - glow
2. train - refrain
3. boil - toil
4. cried - fried
5. law - slaw
6. tray - flay
7. crew - shrew
8. green - sleeve
9. blue - true
10. neither - either
11. ploy - Troy
12. beat - neat
13. louse - grouse
15. moat - gloat
16. food - good
17. guy - buy
18. fruit - gruit
19. they - key

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME ______________________________
DATE ______________________________

Self
Checking

POST-TEST
.135

DIRECTIONS: Say each of the words on the list below out loud to your teacher. Some are not real words.

1. owl - glow
2. train - refrain
3. boil - toil
4. cried - fried
5. law - slaw
6. tray - flay
7. crew - shrew
8. green - sleeve
9. blue - true
10. neither - either
11. ploy - Troy
12. beat - neat
13. louse - grouse
15. moat - gloat
16. food - good
17. guy - buy
18. fruit - gruit
19. they - key

Score ☐

THE PCRS

POST-TEST

.142

NAME______________________________
DATE______________________________

DIRECTIONS: Draw a line through all of the silent consonants in each of the words listed below.

1. wrench
2. rhythm
3. numb
4. gnat
5. clutch
6. fight
7. badge
8. knot

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

•142

NAME______________________________
DATE______________________________

DIRECTIONS: Draw a line through all of the silent consonants in each of the words listed below.

1. ~~w~~rench
2. r~~h~~ythm
3. num~~b~~
4. ~~g~~nat
5. clu~~t~~ch
6. fi~~gh~~t
7. ba~~d~~ge
8. ~~k~~not

Score ☐

THE PCRS

POST-TEST

·143

NAME________________________________

DATE________________________________

DIRECTIONS: Draw a line through the vowels that you do not hear in these words

1. meet
2. train
3. throat
4. tried
5. cheaper
6. grow
7. hoe
8. blue
9. either
10. play

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

.143

NAME ______________________
DATE ______________________

DIRECTIONS: Draw a line through the vowels that you do not hear in these words

1. me~~a~~t
2. tra~~i~~n
3. thro~~a~~t
4. tri~~e~~d
5. che~~a~~per
6. grow
7. ho~~e~~
8. blu~~e~~
9. e~~i~~ther
10. pla~~y~~

Score

THE PCRS

POST-TEST

• 144

NAME ____________________

DATE ____________________

DIRECTIONS: Choose a word from the list of words below that makes sense with each incomplete sentence. Write it in the blank space.

---

night bug latch rhythm top crumb bird gnat

badge lock knot shoe wren line limb bone

sign branch

---

1. We did not see the stop ____________________.
2. Can you hear the ____________________ singing?
3. The ____________________ on the barn door was broken.
4. The policeman has a ____________________ on his hat.
5. The ____________________ on the tree was broken by the wind.
6. Do you know how to tie a ____________________?
7. Can you dance to the ____________________ of the drum?
8. We did not leave one ____________________ on our plates.

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

. 144

NAME ______________________________

DATE ______________________________

DIRECTIONS: Choose a word from the list of words below that makes sense with each incomplete sentence. Write it in the blank space.

---

night bug latch rhythm top crumb bird gnat

badge lock knot shoe wren line limb bone

sign branch

---

1. We did not see the stop SIGN.
2. Can you hear the WREN singing?
3. The LATCH on the barn door was broken.
4. The policeman has a BADGE on his hat.
5. The LIMB on the tree was broken by the wind.
6. Do you know how to tie a KNOT?
7. Can you dance to the RHYTHM of the drum?
8. We did not leave one CRUMB on our plates.

Score ☐

THE PCRS

POST-TEST
•153

NAME______________________________
DATE______________________________

DIRECTIONS: Look at the key word in each row. Circle all the words in each row that have the same vowel sound you hear in the key word.

1. thorn	thirst	fort	park	pork
2. stalk	work	walk	stall	star
3. start	mark	shirt	short	stall
4. shirt	her	hurt	here	short
5. form	from	horn	true	corn
6. hall	bell	walk	paw	malt
7. fur	true	her	purr	shirt
8. jerk	sell	ball	curve	perch

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

·153

NAME____________________________________
DATE____________________________________

DIRECTIONS: Look at the key word in each row. Circle all the words in each row that have the same vowel sound you hear in the key word.

1. thorn	thirst	[✓ fort]	park	[✓ pork]
2. stalk	work	[✓ walk]	[✓ stall]	star
3. start	[✓ mark]	shirt	short	stall
4. shirt	[✓ her]	[✓ hurt]	here	short
5. form	from	[✓ horn]	true	[✓ corn]
6. hall	bell	[✓ walk]	[✓ paw]	[✓ malt]
7. fur	true	[✓ her]	[✓ purr]	[✓ shirt]
8. jerk	sell	ball	[✓ curve]	[✓ perch]

Score ☐

PT: 190

THE PCRS

POST-TEST

•154

NAME ____________________

DATE ____________________

DIRECTIONS: Draw a circle around each controlled vowel in the words below. The first one is done for you.

start

chirped

story

perform

carpet

barber

purple

terror

skirt

horror

stirring

furniture

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

• 154

NAME

DATE

DIRECTIONS: Draw a circle around each controlled vowel in the words below. The first one is done for you.

start
chirped
story
perform

carpet
barber
purple
terror

skirt
horror
stirring
furniture

Score

THE PCRS

POST-TEST

•155

NAME________________________________
DATE________________________________

DIRECTION: Add the letter r, l, or w to the incomplete word so that it makes sense in the sentence. Write the complete word in the blank space.

1. I can use a knife and _________ when I eat	fo k
2. Mom told Mary to wear her new _________.	ski t
3. The _________ on the cat's feet were sharp.	cla s
4. The _________ on the tree was falling off.	ba k
5. Our teacher told us not to run in the _________.	ha l
6. There were many _________ in the road.	cu ves
7. Sally was wearing a red _________.	sha l
8. The birds flew swiftly over the _________.	sho e
9. The windows were covered by old _________.	cu tains
10. The men stood around in a _________.	ci cle

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

.155

NAME
DATE

DIRECTION: Add the letter r, l, or w to the incomplete word so that it makes sense in the sentence. Write the complete word in the blank space.

1. I can use a knife and FORK when I eat — fork
2. Mom told Mary to wear her new SKIRT. — skirt
3. The ClAWS on the cat's feet were sharp. — claws
4. The BARK on the tree was falling off. — bark
5. Our teacher told us not to run in the HALL. — hall
6. There were many CuRVES in the road. — curves
7. Sally was wearing a red SHAWL. — shawl
8. The birds flew swiftly over the SHORE. — shore
9. The windows were covered by old CURTAINS. — curtains
10. The men stood around in a CiRcle. — circle

Score

THE PCRS

POST-TEST

•156

NAME____________________________________

DATE____________________________________

DIRECTIONS: Choose one of the words listed below to make sense with each incomplete sentence. Write it in the blank space.

---

fork
halt
horse
hurt
jar
card
sell
dirt
stalk
corn
start
malt

---

1. Don ___________ his knee when he fell down.
2. I could not open the lid on the ___________.
3. I had a spoon but not a ___________.
4. The ___________ was eating some hay.
5. I think that I am going to ___________ my bike.
6. The old car can not ___________ any more.
7. All the little kids were playing in the ___________.
8. Every year we go to the farm to buy some ___________.

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

.156

NAME

DATE

DIRECTIONS: Choose one of the words listed below to make sense with each incomplete sentence. Write it in the blank space.

fork
halt
horse
hurt
jar
card
sell
dirt
stalk
corn
start
malt

1. Don HURT his knee when he fell down.
2. I could not open the lid on the JAR.
3. I had a spoon but not a FORK.
4. The HORSE was eating some hay.
5. I think that I am going to SELL my bike.
6. The old car can not START any more.
7. All the little kids were playing in the DIRT.
8. Every year we go to the farm to buy some CORN.

Score

PT: 196

THE PCRS

POST-TEST

•157

NAME ____________________

DATE ____________________

DIRECTIONS: Say each of the words on the list below out loud to your teacher. Some of the words are not real words.

1. storm
2. darb
3. turl
4. salt
5. hort
6. dalt
7. nall
8. lert
9. skirt
10. faw

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME ____________________ Self Checking POST-TEST

DATE ____________________

•157

DIRECTIONS: Say each of the words on the list below out loud to your teacher. Some of the words are not real words.

1. storm
2. darb
3. turl
4. salt
5. hort
6. dalt
7. nall
8. lert
9. skirt
10. faw

Score ☐

PT: 198

THE PCRS

POST-TEST

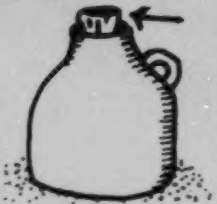
•158

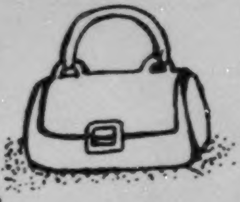
NAME ____________________________

DATE ____________________________

DIRECTIONS: Look at the pictures below. Write the controlled vowel that you hear in each box.

el al ir ur er or ar

1.


2.


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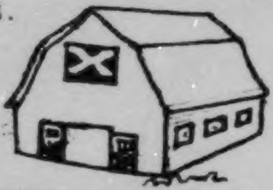
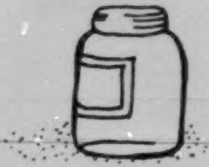
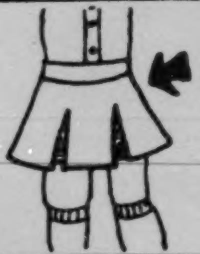
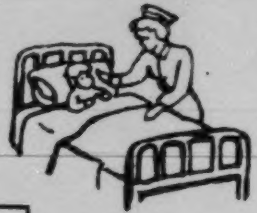
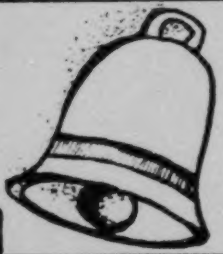
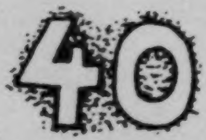


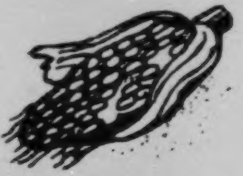
4.


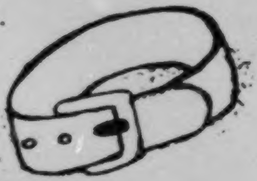
5.


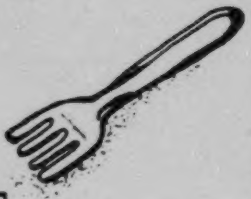
6.


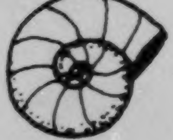
7.


8.


9.


10.


11.


12.


Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

•158

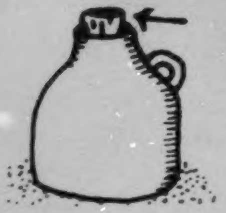
NAME

DATE

DIRECTIONS: Look at the pictures below. Write the controlled vowel that you hear in each box.

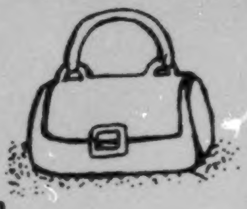
el al ir ur er or ar

1.



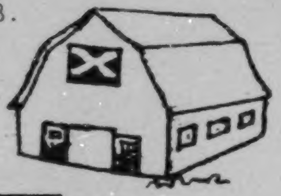
OR

2.



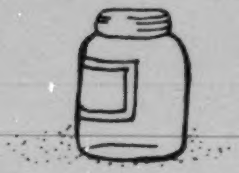
UR

3.



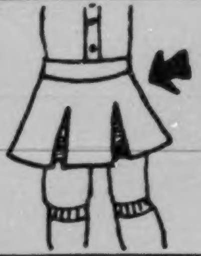
AR

4.



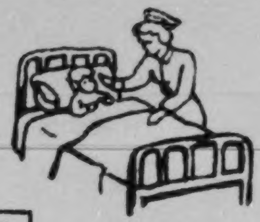
AR

5.



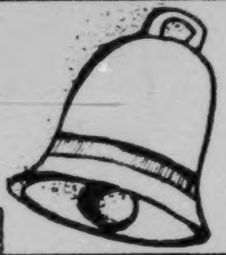
IR

6.



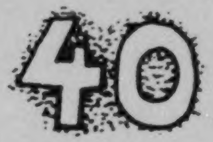
UR

7.



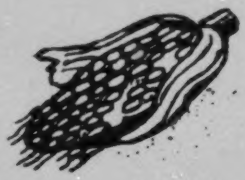
EL

8.



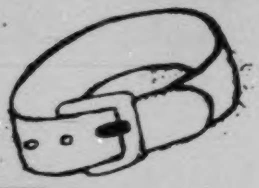
OR

9.



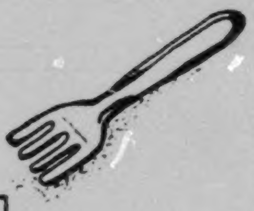
OR

10.



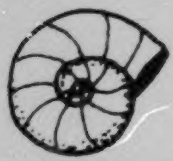
EL

11.



OR

12.



EL

Score

PT: 200

THE PCRS

POST-TEST

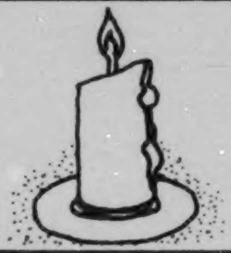
•165

NAME ______________________________

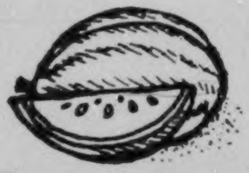
DATE ______________________________

DIRECTIONS: Say the name of each picture to yourself. How many syllables do you hear? Write the number in the box.

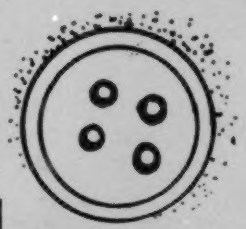
1.



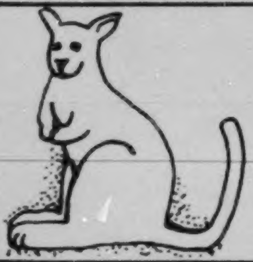
2.



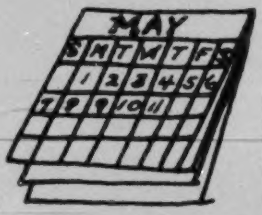
3.



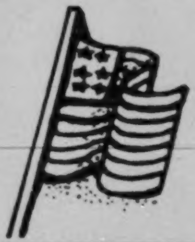
4.



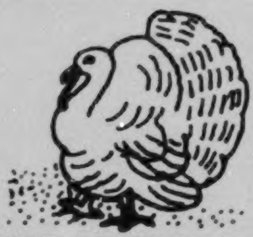
5.



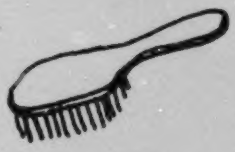
6.



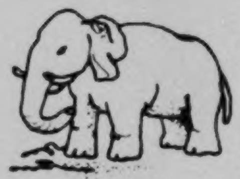
7.



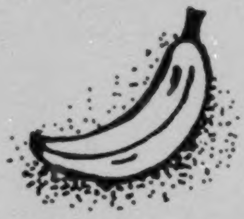
8.



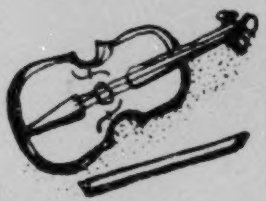
9.



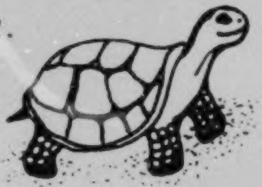
10.



11.



12.



Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

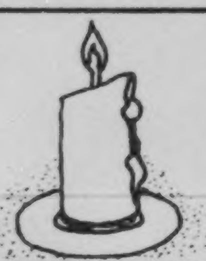
POST-TEST

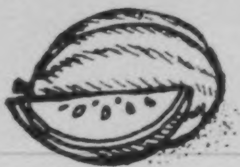
•165

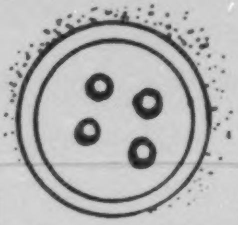
NAME____

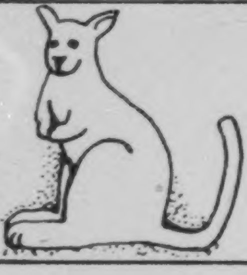
DATE____

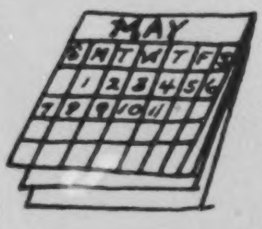
DIRECTIONS: Say the name of each picture to yourself. How many syllables do you hear? Write the number in the box.

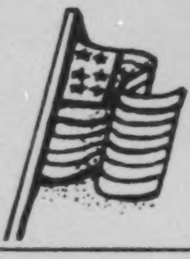
1.

2

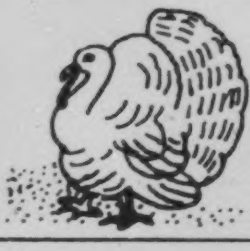
2.

4

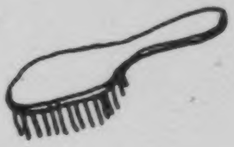
3.

2

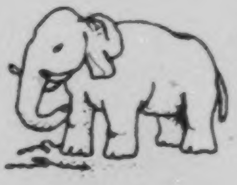
4.

3

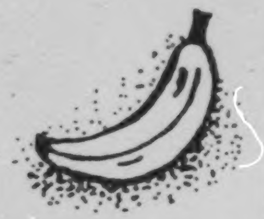
5.

MAY
S M T W T F S
1 2 3 4 5 6
7 8 9 10 11
3

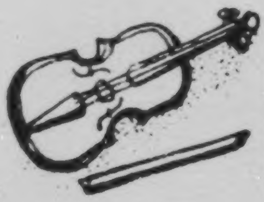
6.

1

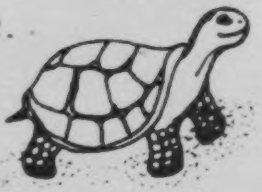
7.

2

8.

1

9.

3

10.

3

11.

3

12.

2

Score

THE PCRS

POST-TEST

•166

NAME ______________________________

DATE ______________________________

DIRECTIONS: Add a syllable from Column B to a syllable in Column A to form a real word.

	COLUMN A	COLUMN B
1.	pud ________	ger
2.	mo ________	et
3.	num ________	fore
4.	fin ________	ble
5.	tar ________	per
6.	sup ________	ment
7.	ta ________	dle
8.	be ________	get
9.	ma ________	jor
10.	blank ______	ber

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

•166

NAME

DATE

DIRECTIONS: Add a syllable from Column B to a syllable in Column A to form a real word.

	COLUMN A	COLUMN B
1.	pud dle	ger
2.	mo MENT	et
3.	num BER	fore
4.	fingER	ble
5.	tar geT	per
6.	sup PER	ment
7.	ta BLE	dle
8.	be fORE	get
9.	ma jOR	jor
10.	blank ET	ber

Score

THE PCRS

POST-TEST

•167

NAME ________________________
DATE ________________________

DIRECTIONS: Say each of the words listed below to yourself. Write the number of syllables you hear in each word on the line after each word.

1. broken ____________
2. place ____________
3. statement ____________
4. vacation ____________
5. first ____________
6. smokes ____________
7. together ____________
8. shook ____________

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 205

THE PCRS

NAME ______________________
DATE ______________________

POST-TEST

.167

DIRECTIONS: Say each of the words listed below to yourself. Write the number of syllables you hear in each word on the line after each word.

1. broken 2
2. place 1
3. statement 2
4. vacation 3
5. first 1
6. smokes 1
7. together 3
8. shook 1

Score

PT: 206

THE PCRS

POST-TEST

• 168

NAME________________________

DATE________________________

DIRECTIONS: Divide the following words into syllables. Draw a line between the parts you see and hear in each word.

dissect
bugle
agreement
milk
favor
wagon
blanket
bacon
pidden
tamble

unselfish
comic
thimble
cycle
moment
stroke
ribbon
human
gnute
luggate

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 207

THE PCRS

POST-TEST

.168

NAME ______________________

DATE ______________________

DIRECTIONS: Divide the following words into syllables. Draw a line between the parts you see and hear in each word.

dis/sect

bu/gle

a/gree/ment

milk

fa/vor

wag/on

blan/ket

ba/con

pid/den

tam/ble

un/sel/fish

com/ic

thim/ble

cy/cle

mo/ment

stroke

rib/bon

hu/man

gnute

lug/gate

Score ☐

THE PCRS

POST-TEST

•169

NAME__________________________

DATE__________________________

DIRECTIONS: Look at the list of words and the incomplete sentences below. 1) Choose a word that makes sense in the sentence. Write it in the blank space. 2) Draw a line to show the syllables in the word. 3) Mark the vowel sound heard in each syllable.

---

seven
locate
bacon
trumpet
napkin
recess
wagon
vacant
protect
student
ribbon
unless

---

1. Do you know how to play the ____________________?
2. I had some ____________________ for breakfast today.
3. There is a ________________ lot across the street.
4. Sally was the best ____________________ in class today.
5. We are going to play games during _________________ today.
6. Sue has a red ______________________ in her hair today.
7. John put a _______________________on his lap before he ate.
8. Tom is going to be ____________________years old tomorrow.
9. Joey got a red ____________________ for his birthday.
10. ____________________ you are very good, you won't get any candy.

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST
•169

NAME ______________________
DATE ______________________

DIRECTIONS: Look at the list of words and the incomplete sentences below. 1) Choose a word that makes sense in the sentence. Write it in the blank space. 2) Draw a line to show the syllables in the word. 3) Mark the vowel sound heard in each syllable.

---

seven	trumpet	wagon	student
locate	napkin	vacant	ribbon
bacon	recess	protect	unless

---

1. Do you know how to play the TRŬM|PĔT ?
2. I had some BĀ|C$\overset{ə}{O}$N for breakfast today.
3. There is a VĀ|C$\overset{ə}{A}$NT lot across the street.
4. Sally was the best STŪ|DĔNT in class today.
5. We are going to play games during RĒ|CĔSS today.
6. Sue has a red RĬB|B$\overset{ə}{O}$N in her hair today.
7. John put a NĂP|KĬN on his lap before he ate.
8. Tom is going to be SĔV|ĔN years old tomorrow.
9. Joey got a red WĂG|$\overset{ə}{O}$N for his birthday.
10. ŬN/LĔSS you are very good, you won't get any candy.

Score ☐

PT: 210

THE PCRS

POST-TEST

•174

NAME____________________________________
DATE____________________________________

DIRECTIONS: Read each of the sentences below.
If the gh in the underlined word is silent, put an S on the line.
If the gh or ph has the sound of F put an F on the line.

1. The clown made us all laugh. __________________
2. Tom threw the ball and I caught it. __________________
3. This road is sure rough. __________________
4. Did you sleep well last night? __________________
5. Mary showed us a photograph of her dog. __________________
6. Mom bought us new coats for school. __________________
7. My dad caught ten fish today. __________________
8. The meat was too tough to chew. __________________

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

•174

NAME ______________________________

DATE ______________________________

DIRECTIONS: Read each of the sentences below.
If the gh in the underlined word is silent, put an S on the line.
If the gh or ph has the sound of F put an F on the line.

1. The clown made us all laugh. ____F____
2. Tom threw the ball and I caught it. ____S____
3. This road is sure rough. ____F____
4. Did you sleep well last night? ____S____
5. Mary showed us a photograph of her dog. ____F____
6. Mom bought us new coats for school. ____S____
7. My dad caught ten fish today. ____S____
8. The meat was too tough to chew. ____F____

Score ☐

THE PCRS

NAME______________________________
DATE______________________________

POST-TEST

.175

DIRECTIONS: Look at the underlined letters in each of the words below. Write the sound the underlined letters make by using these letters: S = silent; k, ch, f, sh.

1. Christmas ________
2. tough ________
3. telegraph ________
4. anchor ________
5. starch ________
6. precious ________
7. schedule ________
8. slight ________

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

NAME ______________________
DATE ______________________

.175

DIRECTIONS: Look at the underlined letters in each of the words below. Write the sound the underlined letters make by using these letters: S = silent; k, ch, f, sh.

1. Christmas K
2. tough F
3. telegraph F
4. anchor K
5. starch Ch
6. precious sh
7. schedule K
8. slight S

Score ______

THE PCRS

POST-TEST

.176

NAME ______________________________

DATE ______________________________

DIRECTIONS: Read the words below. Use one of the words to complete each sentence.

---

square

quick

vacation

official

question

squeak

mission

squash

quarter

gracious

facial

division

---

1. Is your family going on a __________________ this summer?
2. John was very __________________ to answer the question.
3. Why does your chair __________________ when you move it?
4. We planted some __________________ in the garden.
5. John is the __________________ leader of our group.
6. The men were assigned a very important __________________.
7. We walked four __________________ blocks today.
8. Jack preferred saying he was a ______________ of a century old instead of acknowledging his twenty-five years.
9. In order to pantomime, a person must be adept in changing his __________________ expressions.
10. The senior girls served as __________________ hostesses at the all-school party.

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

•176

NAME________________

DATE________________

DIRECTIONS: Read the words below. Use one of the words to complete each sentence.

square
quick
vacation
official
question
squeak
mission
squash
quarter
gracious
facial
division

1. Is your family going on a VACATION this summer?
2. John was very QUICK to answer the question.
3. Why does your chair SQUEAK when you move it?
4. We planted some SQUASH in the garden.
5. John is the OFFICIAL leader of our group.
6. The men were assigned a very important MISSION.
7. We walked four SQUARE blocks today.
8. Jack preferred saying he was a QUARTER of a century old instead of acknowledging his twenty-five years.
9. In order to pantomime, a person must be adept in changing his FACIAL expressions.
10. The senior girls served as GRACIOUS hostesses at the all-school party.

Score ______

THE PCRS

POST-TEST

•182

NAME ______________________________

DATE ______________________________

DIRECTIONS: Write two real words that rhyme with each word below.

1. hook

____

____

2. town

____

____

3. rail

____

____

4. each

____

____

5. stay

____

____

6. boil

____

____

7. snow

____

____

8. knew

____

____

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 217

THE PCRS

POST-TEST

•182

NAME______________________________
DATE______________________________

DIRECTIONS: Write two real words that rhyme with each word below.

1. hook
TOOK
BOOK

2. town
BROWN
DOWN

3. rail
PAIL
NAIL

4. each
REACH
PEACH

5. stay
PLAY
[illegible]

6. boil
TOIL
COIL

7. snow
BLOW
KNOW

8. knew
FLEW
BLEW

ANSWERS WILL VARY

Score ☐

THE PCRS

POST-TEST

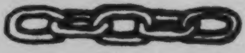
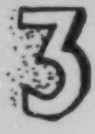
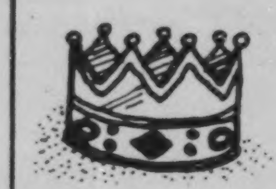
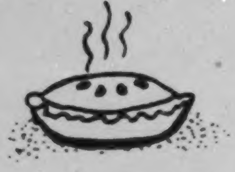
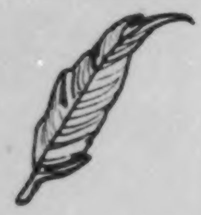
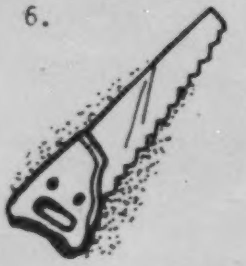
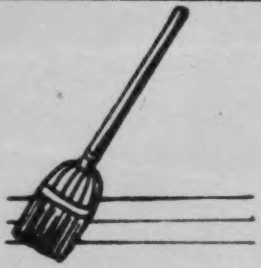
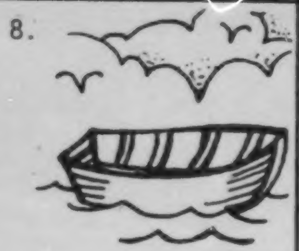
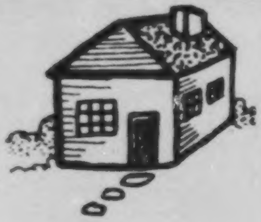
.184

NAME ____________________

DATE ____________________

DIRECTIONS: Write one of these vowel groups under each picture to show how it is spelled.

ou ai ee ow aw oo oa ie ea

1.  ________	2.  ________	3.  ________
4.  ________	5.  ________	6.  ________
7.  ________	8.  ________	9.  ________

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

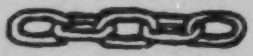
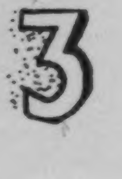
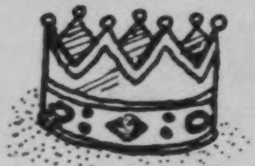
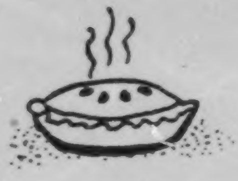
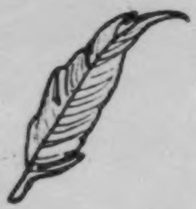
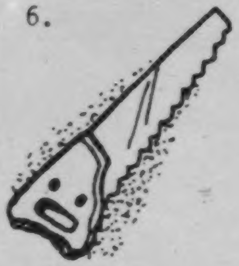
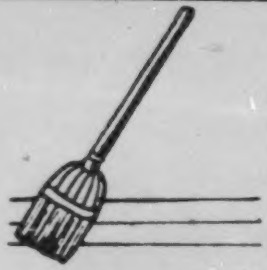
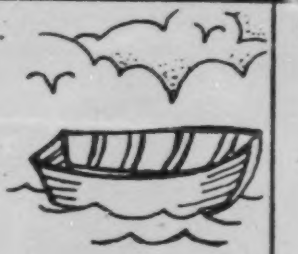
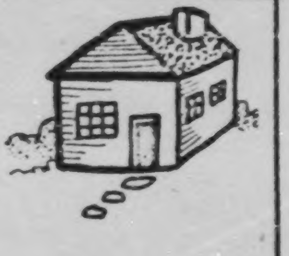
.184

NAME

DATE

DIRECTIONS: Write one of these vowel groups under each picture to show how it is spelled.

ou ai ee ow aw oo oa ie ea

1.  Ai	2.  Ee	3.  OW
4.  IE	5.  EA	6.  AW
7.  OO	8.  OA	9.  OU

Score

THE PCRS

POST-TEST

•186

NAME____________________________
DATE____________________________

DIRECTIONS: Combine the base word and its ending to form a new word spelled correctly.

1. skate + ing = ____________________
2. race + es = ____________________
3. pin + ing = ____________________
4. kick + ed = ____________________
5. skid + ed = ____________________
6. watch + es = ____________________
7. save + ed = ____________________
8. want + ed = ____________________
9. bite + ing = ____________________
10. like + ed = ____________________

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

·186

NAME ______________________
DATE ______________________

DIRECTIONS: Combine the base word and its ending to form a new word spelled correctly.

1. skate + ing = SKATING
2. race + es = RACES
3. pin + ing = PINNING
4. kick + ed = KICKED
5. skid + ed = SKIDDED
6. watch + es = WATCHES
7. save + ed = SAVED
8. want + ed = WANTED
9. bite + ing = BITING
10. like + ed = LIKED

Score ☐

THE PCRS

POST-TEST

•192

NAME ______________________

DATE ______________________

DIRECTIONS: Study each compound word. Make two words out of each compound word. Write the two words that make the compound word.

1. mailman ____________ ____________
2. policeman ____________ ____________
3. oatmeal ____________ ____________
4. beanpole ____________ ____________
5. rainbow ____________ ____________
6. sunrise ____________ ____________
7. seesaw ____________ ____________
8. hillside ____________ ____________
9. peanuts ____________ ____________
10. tablecloth ____________ ____________
11. everybody ____________ ____________
12. pancake ____________ ____________
13. airport ____________ ____________
14. downstairs ____________ ____________
15. flashlight ____________ ____________

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

•192

NAME

DATE

DIRECTIONS: Study each compound word. Make two words out of each compound word. Write the two words that make the compound word.

1.	mailman	MAIL	MAN
2.	policeman	POLICE	MAN
3.	oatmeal	OAT	MEAL
4.	beanpole	BEAN	POLE
5.	rainbow	RAIN	BOW
6.	sunrise	SUN	RISE
7.	seesaw	SEE	SAW
8.	hillside	HILL	SIDE
9.	peanuts	PEA	NUTS
10.	tablecloth	TABLE	CLOTH
11.	everybody	EVERY	BODY
12.	pancake	PAN	CAKE
13.	airport	AIR	PORT
14.	downstairs	DOWN	STAIRS
15.	flashlight	FLASH	LIGHT

Score ☐

THE PCRS

POST-TEST

•193

NAME______________________________
DATE______________________________

DIRECTIONS: Take a word from the first column and put it together with a word from the second column to make a compound word.

1. grand ____________________ boy
2. moon ____________________ bird
3. any ____________________ shop
4. with ____________________ mother
5. paper ____________________ noon
6. mail ____________________ light
7. blue ____________________ out
8. foot ____________________ body
9. after ____________________ step
10. work ____________________ man

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

.193

NAME

DATE

DIRECTIONS: Take a word from the first column and put it together with a word from the second column to make a compound word.

1.	grand	GRANDMOTHER	boy
2.	moon	MOONLIGHT	bird
3.	any	ANY BODY	shop
4.	with	WITHOUT	mother
5.	paper	PAPERBOY	noon
6.	mail	MAILMAN	light
7.	blue	BLUEBIRD	out
8.	foot	FOOTSTEP	body
9.	after	AFTERNOON	step
10.	work	WORKMAN	man

Score

THE PCRS

POST-TEST

.194

NAME________________________

DATE________________________

DIRECTIONS: Circle the compound word that will complete each sentence.

1. I gave my letter to the ________________.

teacher postman neighbor

2. The ________________rode a big horse.

cowboy hunter rider

3. We went ________________after the rain stopped.

out home outside

4. Did you ever ride in an ________________.

airplane truck boat

5. The fat lady did not fit through the ________________.

window doorway door

6. Can you come over to my house ________________?

sometime now tomorrow

7. We saw a ________________in the ocean.

shell ship starfish

8. He picked up shells on the ________________.

sand seashore rocks

9. How do you like my new ________________?

shoes necktie skirt

10. The ________________fixed the old shoes.

shoemaker neighbor doctor

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

•194

NAME ________________________________

DATE ________________________________

DIRECTIONS: Circle the compound word that will complete each sentence.

1. I gave my letter to the ______________.

teacher [✓ postman] neighbor

2. The ______________ rode a big horse.

[✓ cowboy] hunter rider

3. We went ______________ after the rain stopped.

out home [✓ outside]

4. Did you ever ride in an ______________.

[✓ airplane] truck boat

5. The fat lady did not fit through the ______________.

window [✓ doorway] door

6. Can you come over to my house ______________?

[✓ sometime] now tomorrow

7. We saw a ______________ in the ocean.

shell ship [✓ starfish]

8. He picked up shells on the ______________.

sand [✓ seashore] rocks

9. How do you like my new ______________?

shoes [✓ necktie] skirt

10. The ______________ fixed the old shoes.

[✓ shoemaker] neighbor doctor

Score

THE PCRS

POST-TEST

.197

NAME______________________________

DATE______________________________

DIRECTIONS: Write the two words that stand for each of the contractions in the column below.

1. didn't __________________________
2. can't __________________________
3. that's __________________________
4. they'll __________________________
5. I've __________________________
6. we're __________________________
7. couldn't __________________________
8. let's __________________________
9. they've __________________________
10. she'll __________________________

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

•197

NAME ______________________
DATE ______________________

DIRECTIONS: Write the two words that stand for each of the contractions in the column below.

1. didn't DID NOT
2. can't CAN NOT
3. that's THAT IS
4. they'll THEY WILL
5. I've I HAVE
6. we're WE ARE
7. couldn't COULD NOT
8. let's LET US
9. they've THEY HAVE
10. she'll SHE WILL

Score ☐

PT: 230

THE PCRS

POST-TEST
•198

NAME ______________________
DATE ______________________

DIRECTIONS: Write a contraction that stands for each of the two words in the column below.

1. We are ______________
2. You will ______________
3. He will ______________
4. I would ______________
5. Does not ______________
6. It is ______________
7. Will not ______________
8. Let us ______________
9. He would ______________
10. I have ______________

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

•198

NAME

DATE

DIRECTIONS: Write a contraction that stands for each of the two words in the column below.

1. We are WE'RE
2. You will YOU'LL
3. He will HE'LL
4. I would I'd
5. Does not DOESN'T
6. It is IT'S
7. Will not WON'T
8. Let us LET'S
9. He would HE'D
10. I have I'VE

Score

THE PCRS

POST-TEST

•204

NAME________________________________
DATE________________________________

DIRECTIONS: Read the root word and prefixes on each line. In the blanks, write a real word by combining the root and a prefix.

	ROOT	PREFIXES	WORD
1.	lock	un, ex, dis, em	____________
2.	claim	con, com, ex, im	____________
3.	order	dis, ex, in, de	____________
4.	ject	re, com, dis, un	____________
5.	form	ex, de, im, com	____________
6.	place	con, dis, ex, em	____________
7.	take	com, ex, re, con	____________
8.	start	re, ex, con, dis	____________
9.	band	im, in, dis, de	____________
10.	sale	ex, re, dis, con	____________

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

.204

NAME

DATE

DIRECTIONS: Read the root word and prefixes on each line. In the blanks, write a real word by combining the root and a prefix.

	ROOT	PREFIXES	WORD
1.	lock	un, ex, dis, em	UNLOCK
2.	claim	con, com, ex, im	EXCLAIM
3.	order	dis, ex, im, de	DISORDER
4.	ject	re, com, dis, un	REJECT
5.	form	ex, de, im, com	DEFORM
6.	place	con, dis, ex, em	DISPLACE
7.	take	com, ex, re, con	RETAKE
8.	start	re, ex, con, dis	RESTART
9.	band	im, in, dis, de	DISBAND
10.	sale	ex, re, dis, con	RESALE

Score

THE PCRS

POST-TEST

•205

NAME ______________________________

DATE ______________________________

DIRECTIONS: Choose a word from the list to complete each sentence.

---

wrap
improper
recheck
inflate
important
reward
uncurled
dislocate
dissatisfied
unopened
rewrap
locate

---

1. Tell only the most ____________ facts about the accident.
2. Jerry kept erasing his charcoal sketch because he was ____________ ____________ with the picture.
3. The guests wondered what was in the ____________ package.
4. To mail a package one must ____________ it securely the first time.
5. Jim was given a ticket for making an ____________ left-hand turn.
6. The sleeping kitten ____________ itself from the cozy chair when Father came to sit down.
7. The fall from the horse caused the cowboy to ____________ his elbow.
8. The ____________ for returning the lost ring was a silver dollar.
9. He stopped at the gas station to ____________ the low tires on the car.
10. Expect to ____________ your paper for spelling mistakes.

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME
DATE

POST-TEST

•205

DIRECTIONS: Choose a word from the list to complete each sentence.

---

wrap
improper
recheck

inflate
important
reward

uncurled
dislocate
dissatisfied

unopened
rewrap
locate

---

1. Tell only the most IMPORTANT facts about the accident.
2. Jerry kept erasing his charcoal sketch because he was DISSATISFIED ______ with the picture.
3. The guests wondered what was in the UNOPENED package.
4. To mail a package one must WRAP it securely the first time.
5. Jim was given a ticket for making an IMPROPER left-hand turn.
6. The sleeping kitten UNCURLED itself from the cozy chair when Father came to sit down.
7. The fall from the horse caused the cowboy to DISLOCATE his elbow.
8. The REWARD for returning the lost ring was a silver dollar.
9. He stopped at the gas station to INFLATE the low tires on the car.
10. Expect to RECHECK your paper for spelling mistakes.

Score ☐

THE PCRS

POST-TEST

•206

NAME____________________________
DATE____________________________

DIRECTIONS: Study the two meanings of each prefix. Read each sentence. Draw a line between the prefix and root word of the underlined word. Write the number of the meaning of the prefix on the blank.

---

1. in = not
2. in = into, within
3. un = not
4. un = do the opposite

---

1. The teacher marked six incorrect answers on my test paper. ____________
2. The huge drill moved inward with each grinding turn. ____________
3. Jane took an indirect route to work today and arrived earlier than usual. ____________
4. All the kids ran indoors when it started to rain. ____________
5. Mom was unaware that she drove over Danny's tricycle when she backed the car out of the garage. ____________
6. A most unpleasant odor was coming from the pile of burning rubber tires. ____________
7. The artist was getting ready to unveil his latest masterpiece before two hundred eager buyers. ____________
8. All the details of the accident were still untold. ____________
9. The coach was so unkind to his players that some of them quite the team. ____________
10. Jack was so inactive during the winter that he gained ten pounds. ____________

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 237

THE PCRS

POST-TEST

•206

NAME ____________________________

DATE ____________________________

DIRECTIONS: Study the two meanings of each prefix. Read each sentence. Draw a line between the prefix and root word of the underlined word. Write the number of the meaning of the prefix on the blank.

1. in = not
2. in = into, within
3. un = not
4. un = do the opposite

1. The teacher marked six in|correct answers on my test paper. ___1___
2. The huge drill moved in|ward with each grinding turn. ___2___
3. Jane took an in|direct route to work today and arrived earlier than usual. ___1___
4. All the kids ran in|doors when it started to rain. ___2___
5. Mom was un|aware that she drove over Danny's tricycle when she backed the car out of the garage. ___3___
6. A most un|pleasant odor was coming from the pile of burning rubber tires. ___3___
7. The artist was getting ready to un|veil his latest masterpiece before two hundred eager buyers. ___4___
8. All the details of the accident were still un|told. ___3___
9. The coach was so un|kind to his players that some of them quite the team. ___3___
10. Jack was so in|active during the winter that he gained ten pounds. ___1___

Score ☐

THE PCRS

POST-TEST

•208

NAME______________________________
DATE______________________________

DIRECTIONS: Read each completed sentence. Fill in the incomplete sentence with a word which has a prefix that means the same as the underlined words. You may choose from the following: im, dis, un, re, in, ex, pre

1. Jack is not happy about his grades.

   Jack is _________about his grades.

2. The door is open. It is not locked.

   The door is open. It is _________.

3. Sally borrowed fifty cents. She will pay it back.

   Sally borrowed fifty cents. She will ______it.

4. Kathy will write her story for English class again.

   Kathy will_________her story for English class.

5. Spot did not obey her new little master.

   Spot ____________her new little master.

6. Boys do not like fancy parties.

   Boys__________fancy parties.

7. One thing Mother and Dad no not agree on is politics.

   One thing Mother and Dad_____________on is politics.

8. The food at the drive-in was not expensive.

   The food at the drive-in was ____________.

9. It is not possible for me to go with you.

   It is ____________for me to go with you.

10. I will fill your glass again.

    I will _________your glass.

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME
DATE

POST-TEST

•208

DIRECTIONS: Read each completed sentence. Fill in the incomplete sentence with a word which has a prefix that means the same as the underlined words. You may choose from the following: in, dis, un, re, in, ex, pre

1. Jack is not happy about his grades.
   Jack is UNHAPPY about his grades.
2. The door is open. It is not locked.
   The door is open. It is UNLOCKED
3. Sally borrowed fifty cents. She will pay it back.
   Sally borrowed fifty cents. She will REPAY it.
4. Kathy will write her story for English class again.
   Kathy will REWRITE her story for English class.
5. Spot did not obey her new little master.
   Spot DISOBEYED her new little master.
6. Boys do not like fancy parties.
   Boys DISLIKE fancy parties.
7. One thing Mother and Dad no not agree on is politics.
   One thing Mother and Dad DISAGREE on is politics.
8. The food at the drive-in was not expensive.
   The food at the drive-in was INEXPENSIVE.
9. It is not possible for me to go with you.
   It is IMPOSSIBLE for me to go with you.
10. I will fill your glass again.
    I will REFILL your glass.

Score

PT: 240

THE PCRS

POST-TEST

•212

NAME________________________________

DATE________________________________

DIRECTIONS: Study the list of suffixes. Study the list of root words. Match the appropriate suffix to the root word to make a word. Use each suffix only once.

Suffixes	Root words	New Word
ment	1. lovely	1.____________
ly	2. short	2.____________
ness	3. create	3.____________
en	4. danger	4.____________
ful	5. investigate	5.____________
less	6. argue	6.____________
able	7. quick	7.____________
ive	8. help	8.____________
ous	9. control	9.____________
ors	10. arm	10.____________

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST
• 212

NAME____________________________
DATE____________________________

DIRECTIONS: Study the list of suffixes. Study the list of root words. Match the appropriate suffix to the root word to make a word. Use each suffix only once.

Suffixes	Root words	New Word
ment	1. lovely	1. LOVELINESS
ly	2. short	2. SHORTEN
ness	3. create	3. CREATIVE
en	4. danger	4. DANGEROUS
ful	5. investigate	5. INVESTIGATORS
less	6. argue	6. ARGUMENT
able	7. quick	7. QUICKLY
ive	8. help	8. HELPLESS, HELPFUL
ous	9. control	9. CONTROLLABLE
ors	10. arm	10. ARMFUL, ARMLESS

Score ☐

THE PCRS

POST-TEST

•213

NAME ________________________________

DATE ________________________________

DIRECTIONS: Look at the list of words with suffixes. Underline each suffix.

1. successful
2. quickly
3. conductor
4. adaptable
5. meaningless
6. wonderful
7. contentment
8. workable
9. renewal
10. tickilish
11. national
12. contestant
13. readable
14. enjoyment
15. hopeless
16. goodness
17. poisonous
18. performance
19. stillness
20. slowly

Underline each suffix in the following sentences.

1. The quitarist presented a musical program that was delightful and successful even though it was different.
2. The contestant wore an expensive fashionable gown that added to her performance.

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

•213

NAME

DATE

DIRECTIONS: Look at the list of words with suffixes. Underline each suffix.

1. successful
2. quickly
3. conductor
4. adaptable
5. meaningless
6. wonderful
7. contentment
8. workable
9. renewal
10. tickilish
11. national
12. contestant
13. readable
14. enjoyment
15. hopeless
16. goodness
17. poisonous
18. performance
19. stillness
20. slowly

Underline each suffix in the following sentences.

1. The guitarist presented a musical program that was delightful and successful even though it was different.
2. The contestant wore an expensive fashionable gown that added to her performance.

Score

THE PCRS

POST-TEST
•215

NAME________________________
DATE________________________

DIRECTIONS: Read each sentence. Circle the word that completes the sentence.

1. Everyone is ________________ for the welcome rain.	thankless thankful
2. Jim always wanted to be an ___________.	actress actor
3. Although it was warm, Jane was ________________ in her light coat.	comfortable comfort
4. Bobo the clown was ________________ in his act.	sensation sensational
5. The movie star is ________________ .	attraction attractive
6. The art work done in the fifth grade was most ________________.	creation creative
7. Jack made the ______________ we take sleeping bags on the overnight hike.	suggestion suggestive
8. Because the music was so good, it was ______________ the concert lasted only an hour.	regret regrettable
9. When it rained for three hours and didn't stop, the children had a __________ feeling about the proposed picnic that day.	hopeful hopeless
10. The spaghetti had a _________ flavor of garlic and tomato sauce.	distinct distinction

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 245

THE PCRS

POST-TEST

• 215

NAME ______________________________

DATE ______________________________

DIRECTIONS: Read each sentence. Circle the word that completes the sentence.

1. Everyone is ______________ for the welcome rain. — thankless [✓ thankful]

2. Jim always wanted to be an __________. — actress [✓ actor]

3. Although it was warm, Jane was ______________ in her light coat. — [✓ comfortable] comfort

4. Bobo the clown was ______________ in his act. — sensation [✓ sensational]

5. The movie star is ______________ . — attraction [✓ attractive]

6. The art work done in the fifth grade was most ______________. — creation [✓ creative]

7. Jack made the ____________ we take sleeping bags on the overnight hike. — [✓ suggestion] suggestive

8. Because the music was so good, it was ____________ the concert lasted only an hour. — regret [✓ regrettable]

9. When it rained for three hours and didn't stop, the children had a ________ feeling about the proposed picnic that day. — hopeful [✓ hopeless]

10. The spaghetti had a ________ flavor of garlic and tomato sauce. — [✓ distinct] distinction

Score ☐

THE PCRS

POST-TEST
•220

NAME______________________________
DATE______________________________

DIRECTIONS: Add the endings below to the words in the list to correctly form new words. The first one is done for you.

er ly est ness

1.	near	nearer	nearly	nearest	nearness
2.	slow				
3.	greedy				
4.	lucky				
5.	speedy				
6.	plain				
7.	messy				
8.	natty				
9.	obscure				
10.	easy				

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST TEST
•220

NAME
DATE

DIRECTIONS: Add the endings below to the words in the list to correctly form new words. The first one is done for you.

		er	ly	est	ness
1.	near	nearer	nearly	nearest	nearness
2.	slow	SLOWER	SLOWLY	SLOWEST	SLOWNESS
3.	greedy	GREEDIER	GREEDILY	GREEDIEST	GREEDINESS
4.	lucky	LUCKIER	LUCKILY	LUCKIEST	LUCKINESS
5.	speedy	SPEEDIER	SPEEDILY	SPEEDIEST	SPEEDINESS
6.	plain	PLAINER	PLAINLY	PLAINEST	PLAINNESS
7.	messy	MESSIER	MESSILY	MESSIEST	MESSINESS
8.	natty	NATTIER	NATTILY	NATTIEST	NATTINESS
9.	obscure	OBSCURER	OBSCURELY	OBSCUREST	OBSCURENESS
10.	easy	EASIER	EASILY	EASIEST	EASINESS

Score

PT: 248

THE PCRS

POST-TEST
•221

NAME ______________________
DATE ______________________

DIRECTIONS: Look at the word. Write the root word, the prefix, and the suffix.

1. disorderly
   Root word ____________
   Prefix ____________
   Suffix ____________

2. unpacked
   Root word ____________
   Prefix ____________
   Suffix ____________

3. disinterested
   Root word ____________
   Prefix ____________
   Suffix ____________

4. incorrectly
   Root word ____________
   Prefix ____________
   Suffix ____________

5. improperly
   Root word ____________
   Prefix ____________
   Suffix ____________

6. untested
   Root word ____________
   Prefix ____________
   Suffix ____________

7. redevelopment
   Root word ____________
   Prefix ____________
   Suffix ____________

8. impoliteness
   Root word ____________
   Prefix ____________
   Suffix ____________

9. reappeared
   Root word ____________
   Prefix ____________
   Suffix ____________

10. unfortunately
    Root word ____________
    Prefix ____________
    Suffix ____________

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME
DATE

POST-TEST
•221

DIRECTIONS: Look at the word. Write the root word, the prefix, and the suffix.

1. disorderly
Root word ORDER
Prefix DIS
Suffix LY

2. unpacked
Root word PACK
Prefix UN
Suffix ED

3. disinterested
Root word INTEREST
Prefix DIS
Suffix ED

4. incorrectly
Root word CORRECT
Prefix IN
Suffix LY

5. improperly
Root word PROPER
Prefix IM
Suffix LY

6. untested
Root word TEST
Prefix UN
Suffix ED

7. redevelopment
Root word DEVELOP
Prefix RE
Suffix MENT

8. impoliteness
Root word POLITE
Prefix IM
Suffix NESS

9. reappeared
Root word APPEAR
Prefix RE
Suffix ED

10. unfortunately
Root word FORTUNATE
Prefix UN
Suffix LY

Score

THE PCRS

POST-TEST

NAME________________________

DATE________________________

•222

DIRECTIONS: After each word write its base or root word on the line.

1. kicked ____________
2. hunts ____________
3. branches ____________
4. asking ____________
5. blasted ____________
6. classes ____________
7. bumped ____________
8. towns ____________
9. tramping ____________
10. claps ____________

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

•222

NAME________________________
DATE________________________

DIRECTIONS: After each word write its base or root word on the line.

1. kicked KICK
2. hunts HUNT
3. branches BRANCH
4. asking ASK
5. blasted BLAST
6. classes CLASS
7. bumped BUMP
8. towns TOWN
9. tramping TRAMP
10. claps CLAP

Score ☐

THE PCRS

NAME
DATE

POST-TEST
•224

DIRECTIONS: Circle the word that completes the sentence correctly.

1. He thought the movie was one of the (funnier, funniest) he had ever seen.

2. She had been (want, wanting) to go to the planetarium for a long time.

3. The five circus clowns vied to see who was the (silly, silliest).

4. Jim and Joe raced to see whose car was the (speedier, speediest).

5. The man was (puzzle, puzzled) by the many choices open to him.

6. He was (saddened, saddest) by the senseless killing of the prairie dogs.

7. He had to (jumps, jump) over the many obstacles in his way.

8. The circus company (parade, paraded) down the street.

9. The roofer (shingled, shingles) the house yesterday.

10. They didn't like to (sharing, share) their sports equipment.

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME
DATE

POST-TEST
•224

DIRECTIONS: Circle the word that completes the sentence correctly.

1. He thought the movie was one of the (funnier, [✓ funniest]) he had ever seen.

2. She had been (want, [✓ wanting]) to go to the planetarium for a long time.

3. The five circus clowns vied to see who was the (silly, [✓ silliest]).

4. Jim and Joe raced to see whose car was the ([✓ speedier], speediest).

5. The man was (puzzle, [✓ puzzled]) by the many choices open to him.

6. He was ([✓ saddened], saddest) by the senseless killing of the prairie dogs.

7. He had to (jumps, [✓ jump]) over the many obstacles in his way.

8. The circus company (parade, [✓ paraded]) down the street.

9. The roofer ([✓ shingled], shingles) the house yesterday.

10. They didn't like to (sharing, [✓ share]) their sports equipment.

Score

PT: 254

THE PCRS

POST-TEST

NAME____
DATE____

•230

DIRECTIONS: After each word mark t if the ed sounds like t and mark d if the ed sounds like d.

1. whined ________________
2. fished ________________
3. nursed ________________
4. shared ________________
5. hopped ________________
6. danced ________________
7. closed ________________
8. asked ________________
9. tried ________________
10. chased ________________

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

NAME

DATE

• 230

DIRECTIONS: After each word mark t if the ed sounds like t and mark d if the ed sounds like d.

1. whined D
2. fished T
3. nursed T
4. shared D
5. hopped T
6. danced T
7. closed D
8. asked T
9. tried D
10. chased T

Score

THE PCRS

POST-TEST

• 231

NAME ______________________________

DATE ______________________________

DIRECTIONS: Circle the word in the box that correctly completes each sentence.

1. The ____________ was in the hot rod.	drive	driver
2. The man did __________ to get his money.	run	runner
3. The ___________ leaped over the hole.	jumper	jump
4. I will ______________ a song.	singer	sing
5. Neal ____________ the paint from the kitchen wall last night.	removes	removed
6. Jim always ___________ his name as James for important papers.	signs	signed
7. The ride on the roller coaster was ______________.	thrilled	thrilling
8. Cathy was a _________ typist.	skills	skillful
9. The soldiers _____________ for three hours.	drills	drilled
10. The boys ____________ on potato chips and popcorn.	snacked	snacks

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME ____________________________

DATE ____________________________

POST TEST

•231

DIRECTIONS: Circle the word in the box that correctly completes each sentence.

1. The ______________ was in the hot rod. — drive [✓ driver]

2. The man did ____________ to get his money. — [✓ run] runner

3. The ____________ leaped over the hole. — [✓ jumper] jump

4. I will __________________ a song. — singer [✓ sing]

5. Neal ______________ the paint from the kitchen wall last night. — removes [✓ removed]

6. Jim always ____________ his name as James for important papers. — [✓ signs] [✓ signed]

7. The ride on the roller coaster was __________________. — thrilled [✓ thrilling]

8. Cathy was a __________ typist. — skills [✓ skillful]

9. The soldiers _______________ for three hours. — drills [✓ drilled]

10. The boys _____________ on potato chips and popcorn. — [✓ snacked] snacks

Score ☐

THE PCRS

POST-TEST
•232

NAME______________________________
DATE______________________________

DIRECTIONS: Combine er, ing, est, or ed with the underlined word to correctly complete the sentence.

1. While they were unwrap_____ the presents, the group was quiet.

2. I have written him several times; however, he has not reply_____ to my letters.

3. The teacher appoint_____ Jay the class helper for the semester.

4. He thought we should be answer_____ all requests for information.

5. He billed himself as the fast_____ gun in the West.

6. The tall dark man was the deal_____ of the cards.

7. The bat_____ stepped up to the plate and began to swing.

8. He was the brave_____ man I ever saw.

9. The new house had a shingle_____ roof.

10. The theatrical troup was travel_____ around the country.

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME
DATE

POST-TEST
•232

DIRECTIONS: Combine er, ing, est, or ed with the underlined word to correctly complete the sentence.

1. While they were unwrapPING the presents, the group was quiet.
2. I have written him several times; however, he has not ~~reply~~ REPLIED to my letters.
3. The teacher appointED Jay the class helper for the semester.
4. He thought we should be answerING all requests for information.
5. He billed himself as the fastEST gun in the West.
6. The tall dark man was the dealER of the cards.
7. The batTER stepped up to the plate and began to swing.
8. He was the braveST man I ever saw.
9. The new house had a shingleD roof.
10. The theatrical troup was travelING around the country.

Score

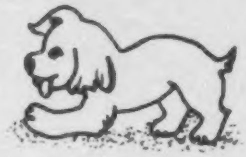
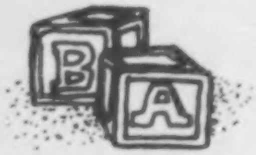
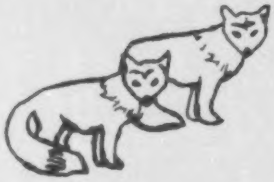
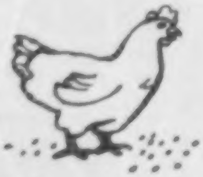
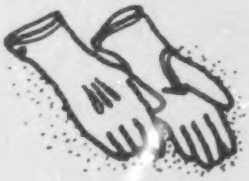
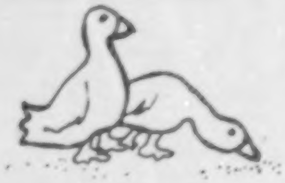
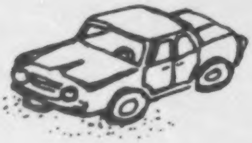
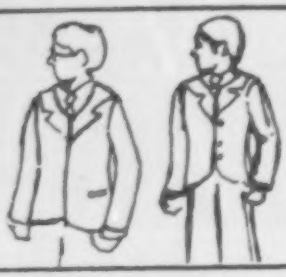
THE PCRS

POST-TEST

•238

NAME________________________________
DATE________________________________

DIRECTIONS: Circle the word that explains the picture.

 dog dogs	 blocks block
 fox foxes	 hen hens
 glove gloves	 goose geese
 cars car	 man men

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

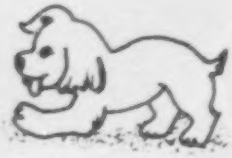
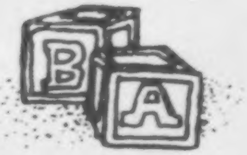
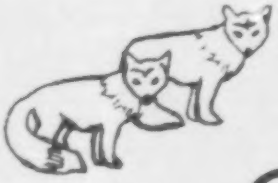
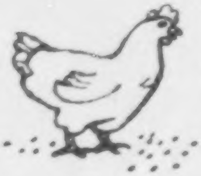
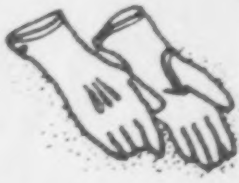
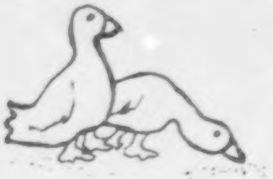
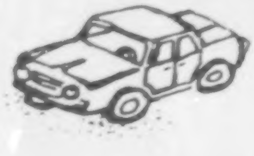
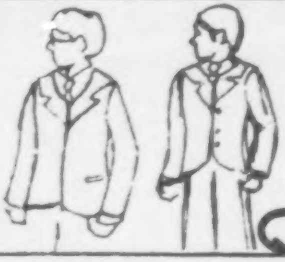
POST-TEST

•238

NAME________________________________

DATE________________________________

DIRECTIONS: Circle the word that explains the picture.

 [✓ dog] dogs	 [✓ blocks] block
 fox [✓ foxes]	 [✓ hen] hens
 glove [✓ gloves]	 goose [✓ geese]
 cars [✓ car]	 man [✓ men]

Score

THE PCRS

POST-TEST

•239

NAME____
DATE____

DIRECTIONS: Circle the singular forms of the underlined word.

1. jellies (jelli, jelly, jelle)
2. monkeys (monkey, monkies, monkeis)
3. glasses (glass, glafe, glase)
4. walls (wall, well, walt)
5. mice (mices, mouse, micss)
6. claves (calve, calf, cow)
7. copies (copy, cope, cop)
8. shelves (shelve, shelv, shelf)
9. ladies (lade, lady, ladie)
10. geese (gees, geef, goose)

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

•239

NAME
DATE

DIRECTIONS: Circle the singular forms of the underlined word.

1. jellies (jelli, [✓ jelly], jelle)
2. monkeys ([✓ monkey] monkies, monkeis)
3. glasses ([✓ glass] glafe, glase)
4. walls ([✓ wall] well, walt)
5. mice (mices, [✓ mouse] micss)
6. claves (calve, [✓ calf] cow)
7. copies ([✓ copy] cope, cop)
8. shelves (shelve, shelv, [✓ shelf])
9. ladies (lade, [✓ lady] ladie)
10. geese (gees, geef, [✓ goose])

Score

THE PCRS

POST-TEST
• 240

NAME________________________________
DATE________________________________

DIRECTIONS: Underline the plural words in each of the sentences below. Write the singular form of the word on the line after the sentence.

1. The dogs ran home. ____________________
2. The cars ran around the track. ____________________
3. The houses are for sale. ____________________
4. Yesterday I saw several birds. ____________________
5. Did you see the boys? ____________________
6. The geese have eaten. ____________________
7. John raked the leaves. ____________________
8. There were six calves on the farm. ____________________
9. The puppies were playful. ____________________
10. The men were painting the house. ____________________

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME
DATE

POST-TEST

•240

DIRECTIONS: Underline the plural words in each of the sentences below. Write the singular form of the word on the line after the sentence.

1. The dogs ran home. DOG
2. The cars ran around the track. CAR
3. The houses are for sale. HOUSE
4. Yesterday I saw several birds. BIRD
5. Did you see the boys? BOY
6. The geese have eaten. GOOSE
7. John raked the leaves. LEAF
8. There were six calves on the farm. CALF
9. The puppies were playful. PUPPY
10. The men were painting the house. MAN

Score ☐

THE PCRS

POST-TEST

•241

NAME ______________________________

DATE ______________________________

DIRECTIONS: Circle the plural form of the underlined word.

1. jelly (jella, jellies, jellex)
2. glass (glass, glassis, glasses)
3. wall (walls,wall, walles)
4. whip (whipes, whips, whipis)
5. monkey (monkeys, monkies, monkeis)
6. baby (babys, babies, babyes)
7. fox (foxs, foxes, foxies)
8. wife (wifes, wives, wifees)
9. watch (watchs, watches, watchies)
10. tooth (tooths, toothes, teeth)

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

•241

NAME ______________________________
DATE ______________________________

DIRECTIONS: Circle the plural form of the underlined word.

1. jelly (jella, [✓ jellies], jellex)
2. glass (glass, glassis, [✓ glasses])
3. wall ([✓ walls], wall, walles)
4. whip (whipes, [✓ whips], whipis)
5. monkey ([✓ monkeys], monkies, monkeis)
6. baby (babys, [✓ babies], babyes)
7. fox (foxs, [✓ foxes], foxies)
8. wife (wifes, [✓ wives], wifees)
9. watch (watchs, [✓ watches], watchies)
10. tooth (tooths, toothes, [✓ teeth])

Score ☐

THE PCRS

NAME______________________________
DATE______________________________

POST-TEST
• 242

DIRECTIONS: Circle the word that completes the sentence.

1. The students will close their ____________________. (desk, desks)
2. The hunter shot several ____________________ on his trip. (goose, geese)
3. Why do mean people still hunt ____________________? (fox, foxes)
4. Did you see how many ____________________ were there? (women, woman)
5. The ____________________ all need to be cleaned. (window, windows)
6. I have gone to several boxing ____________________. (matches, match)
7. My mother bought me two new ____________________. (dress, dresses)
8. How many ____________________ do you have? (pet, pets)
9. Mother put a large bowl of ____________________ on the table. (cherries, cherry)
10. The ____________________ were going to the football game. (boy, boys)

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME ______________________
DATE ______________________

POST-TEST

• 242

DIRECTIONS: Circle the word that completes the sentence.

1. The students will close their ______________ .
   (desk, [✓ desks])
2. The hunter shot several ______________ on his trip.
   (goose, [✓ geese])
3. Why do mean people still hunt ______________ ?
   (fox, [✓ foxes])
4. Did you see how many ______________ were there?
   ([✓ women] woman)
5. The ______________ all need to be cleaned.
   (window, [✓ windows])
6. I have gone to several boxing ______________ .
   ([✓ matches,] match)
7. My mother bought me two new ______________ .
   (dress, [✓ dresses])
8. How many ______________ do you have?
   (pet, [✓ pets])
9. Mother put a large bowl of ______________ on the table.
   ([✓ cherries] cherry)
10. The ______________ were going to the football game.
    (boy, [✓ boys])

Score ☐

THE PCRS

POST-TEST
• 247

NAME ______________________________
DATE ______________________________

DIRECTIONS: In the space below each sentence, rewrite the underlined words to show possession.

1. The horse belonging to his sister is a high jumper.

____

2. The car belonging to the man has a flat tire.

____

3. The dog bit the finger of the boy.

____

4. The shoe belonging to the little boy fell off.

____

5. The steering wheel belonging to the car was defective.

____

6. The cover of the book was torn.

____

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

•247

NAME

DATE

DIRECTIONS: In the space below each sentence, rewrite the underlined words to show possession.

1. The horse belonging to his sister is a high jumper.

SISTER'S HORSE

2. The car belonging to the man has a flat tire.

MAN'S CAR

3. The dog bit the finger of the boy.

BOY'S FINGER

4. The shoe belonging to the little boy fell off.

LITTLE BOY'S SHOE

5. The steering wheel belonging to the car was defective.

STEERING WHEEL of THE CAR

6. The cover of the book was torn.

COVER

Score

THE PCRS

POST-TEST
•252

NAME________________________________
DATE________________________________

DIRECTIONS: Listed below are two groups of words. Draw lines between the words that are homonyms.

1. fair	bridle
2. pear	plain
3. minor	scent
4. hall	meet
5. bridal	horse
6. hoarse	fare
7. pores	pours
8. sent	pair
9. meat	haul
10. plane	miner

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST
•252

NAME
DATE

DIRECTIONS: Listed below are two groups of words. Draw lines between the words that are homonyms.

1.	fair	bridle
2.	pear	plain
3.	minor	scent
4.	hall	meet
5.	bridal	horse
6.	hoarse	fare
7.	pores	pours
8.	sent	pair
9.	meat	haul
10.	plane	miner

Score

THE PCRS

POST-TEST

•253

NAME______________________________
DATE______________________________

DIRECTIONS: Read each sentence and underline the homonym that makes sense with the sentence.

1. John's little brother is in the (forth, fourth) grade.
2. The bear used his (paws, pause) to catch fish.
3. The cowboy put the (bridle, bridal) on his horse so he could ride it.
4. Dad put his foot on the (break, brake) so he could stop the car.
5. The king and queen were sitting on the (thrown, throne).
6. Mom was busy (sewing, sowing) a new dress.
7. The grass on the golf course was wet with (due, dew).
8. Have the correct (fare, fair) ready before you board the bus.
9. The dog picked up the (cent, scent) of a pheasant.
10. Grandpa was pretty good at telling tall (tales, tails).

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

·253

NAME ____________________________

DATE ____________________________

DIRECTIONS: Read each sentence and underline the homonym that makes sense with the sentence.

1. John's little brother is in the (forth, fourth) grade.
2. The bear used his (paws, pause) to catch fish.
3. The cowboy put the (bridle, bridal) on his horse so he could ride it.
4. Dad put his foot on the (break, brake) so he could stop the car.
5. The king and queen were sitting on the (thrown, throne).
6. Mom was busy (sewing, sowing) a new dress.
7. The grass on the golf course was wet with (due, dew).
8. Have the correct (fare, fair) ready before you board the bus.
9. The dog picked up the (cent, scent) of a pheasant.
10. Grandpa was pretty good at telling tall (tales, tails).

Score ☐

THE PCRS

POST-TEST

•257

NAME ____________________

DATE ____________________

DIRECTIONS: Read each incomplete sentence. Below read two definitions for the missing word. Write the word in the blank. Write the letter of the correct definition to the right of the word.

1. Dave got a bad ________ on his report card. ________
   Mother put a ______ on the dress so she could shorten it. ________
   a. a small line
   b. a grade

2. Mary put a big _________ on the gift. ________
   Nancy took a big ________ after her dance. ________
   a. to bend over
   b. a pretty ribbon

3. The detective did not solve the _________. ________
   Put the _______ of cans on the floor. ________
   a. a problem
   b. a box

4. The king and queen were dancing at the ______. ________
   John hit the ______ over the fence. ________
   a. a round object
   b. a dance

5. Mary gave her mother a red ______ for her birthday. ________
   Joe _____ from the table after he was finished eating. ________
   a. to get up
   b. a flower

6. _______ your books on the shelf. ________
   Will you come over to my ______ after school? ________
   a. to put
   b. someone's house

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 277

THE PCRS

POST-TEST

• 257

NAME ____________________
DATE ____________________

DIRECTIONS: Read each incomplete sentence. Below read two definitions for the missing word. Write the word in the blank. Write the letter of the correct definition to the right of the word.

1. Dave got a bad MARK on his report card. B
Mother put a MARK on the dress so she could shorten it. A
   a. a small line
   b. a grade

2. Mary put a big Bow on the gift. B
Nancy took a big Bow after her dance. A
   a. to bend over
   b. a pretty ribbon

3. The detective did not solve the CASE. A
Put the CASE of cans on the floor. B
   a. a problem
   b. a box

4. The king and queen were dancing at the BALL. B
John hit the BALL over the fence. A
   a. a round object
   b. a dance

5. Mary gave her mother a red ROSE for her birthday. B
Joe ROSE from the table after he was finished eating. A
   a. to get up
   b. a flower

6. Place your books on the shelf. A
Will you come over to my Place after school? B
   a. to put
   b. someone's house

Score ☐

THE PCRS

POST-TEST

•261

NAME ____________________

DATE ____________________

DIRECTIONS: Read the words and sentences. Write the synonym for the underlined word in each sentence on the blank.

accuse
still
reason
noiseless
empty
annoy
path
courageous
powerful
rim
able
share

1. We are playing football in a vacant lot. ____________
2. We took a different route home from school yesterday. ____________
3. The huge lake was very calm this morning. ____________
4. Dennis was a very strong swimmer. ____________
5. Did you blame Mary for the accident? ____________
6. Joe was leaning on the edge of the barrel. ____________
7. The motor of the car was so quiet we could barely hear it. ____________
8. John did not want his little brother to bother him when he was playing with his friends.

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 279

THE PCRS

NAME ______________________
DATE ______________________

[illegible]
• 261

DIRECTIONS: Read the words and sentences. Write the synonym for the underlined word in each sentence on the blank.

accuse
still
reason

noiseless
empty
annoy

path
courageous
powerful

rim
able
share

1. We are playing football in a vacant lot. EMPTY
2. We took a different route home from school yesterday. PATH
3. The huge lake was very calm this morning. STILL
4. Dennis was a very strong swimmer. POWERFUL
5. Did you blame Mary for the accident? ACCUSE
6. Joe was leaning on the edge of the barrel. RIM
7. The motor of the car was so quiet we could barely hear it. Noiseless
8. John did not want his little brother to bother him when he was playing with his friends. ANNOY

Score

THE PCRS

POST-TEST

•262

NAME__________________________________
DATE__________________________________

DIRECTIONS: Read all of the words in each row. Circle the synonyms of the first word in each row.

1.	mail	send	keep	lose	jump
2.	alter	pray	clear	change	move
3.	starved	tired	happy	cut	hungry
4.	slice	cut	serve	treat	place
5.	bucket	paint	pail	bowl	boss
6.	hollow	clean	empty	close	sting
7.	bench	chair	table	box	closet
8.	chat	cry	sing	talk	shout
9.	bathe	whisk	coarse	shower	freckle
10.	alone	snug	embrace	open	solitary

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

•262

NAME ______________________

DATE ______________________

DIRECTIONS: Read all of the words in each row. Circle the synonyms of the first word in each row.

1.	mail	[✓ send]	keep	lose	jump
2.	alter	pray	clear	[✓ change]	move
3.	starved	tired	happy	cut	[✓ hungry]
4.	slice	[✓ cut]	serve	treat	place
5.	bucket	paint	[✓ pail]	bowl	boss
6.	hollow	clean	[✓ empty]	close	sting
7.	bench	[✓ chair]	table	box	closet
8.	chat	cry	sing	[✓ talk]	shout
9.	bathe	whisk	coarse	[✓ shower]	freckle
10.	alone	snug	embrace	open	[✓ solitary]

Score ☐

PT: 282

THE PCRS

NAME____________________
DATE____________________

POST-TEST

•263

DIRECTIONS: Read the story. Read the words below. Find a synonym in the story for each word and write it in the blank space.

The day finally came when Joe had enough money saved to buy a new bike. He eagerly walked the ten long blocks to the bicycle shop. When he arrived at the shop he was amazed by the number of bikes that were available. Joe thought that he had a good idea about the kind of bike he wanted. Now he was uncertain as to which bike he really wanted. Finally, after he had a chance to try four different bikes, he bought the first bike he tried. While he was riding home, he felt especially satisfied with his purchase. The bike had been on sale and now he would have some money left for a bike radio. Joe felt very good indeed!

pleased ____________________

not sure ____________________

surprised ____________________

at last ____________________

briskl ____________________

opportunity ____________________

obtainable ____________________

very ____________________

not alike ____________________

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

•263

NAME ____________________

DATE ____________________

DIRECTIONS: Read the story. Read the words below. Find a synonym in the story for each word and write it in the blank space.

The day finally came when Joe had enough money saved to buy a new bike. He eagerly walked the ten long blocks to the bicycle shop. When he arrived at the shop he was amazed by the number of bikes that were available. Joe thought that he had a good idea about the kind of bike he wanted. Now he was uncertain as to which bike he really wanted. Finally, after he had a chance to try four different bikes, he bought the first bike he tried. While he was riding home, he felt especially satisfied with his purchase. The bike had been on sale and now he would have some money left for a bike radio. Joe felt very good indeed!

pleased	SATISFIED
not sure	UNCERTAIN
surprised	AMAZED
at last	FINALLY
briskly	EAGERLY
opportunity	CHANCE
obtainable	AVAILABLE
very	ESPECIALLY
not alike	DIFFERENT

Score ☐

THE PCRS

NAME______________________________
DATE______________________________

POST-TEST
•268
Page 1

DIRECTIONS: Ask the child to follow these directions: (Choose three)

1. Touch your head. What is the position of your head in relation to the rest of your body. (elicit top) What is the opposite of top? Touch the opposite. (top -- bottom)
2. Hold one hand out to side. What is the position of the hand you have held out? What is the opposite of the hand you have held out? Hold up the opposite hand. (left -- right)
3. Put the pencil in the box. What is the position of the pencil to the box? (elicit inside) What is the opposite of inside? Put the crayon in the opposite position. (inside -- outside)
4. Put the pencil in front of the box. What is the position of the pencil? (elicit front) What is the opposite of in front? Put the pencil in the opposite position. (in front -- behind)
5. Direct the child to the light switch. What is the position of the light switch? (elicit on) What is the opposite of on? Put the light switch in the opposite position. (off -- on)
6. Direct the child to stand up. What position are you now that you are standing? (elicit up) What is the opposite of up? Sit down. (up -- down)
7. Point to a large chair in the room, e.g., teacher's chair. In relation to one of the children's chairs, the teacher's chair is big. What is the opposite of big? Compare the child's chair with the teacher's chair. (big -- little)
8. Have the child sit on the teacher's chair -- way back in the chair. The child is high up off the floor. (elicit high) What is the opposite of high? Have the child sit squarely on a child's chair. Now he is low. (elicit low) (high -- low)
9. Have the child hold his hand above the table. What is the position of his hand in relation to the table. (elicit over) What is the opposite of over? Put his hand below the table and elicit under. (over -- under)
10. Direct the child to touch his stomach. What is the position of your stomach in relation to the rest of your body? (elicit front) What is the opposite of front? Touch the opposite (front -- back).
11. Touch your stomach. How does it feel to your hand? (elicit soft) What is the opposite of soft? Touch something that is the opposite (hard -- soft).
12. Lift a paper clip in your hand. Think about its weight. How does it feel? (elicit light) Find something to hold in your hand that is the opposite of light. (book, paper weight, etc. light -- heavy)

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME________________________ Self Checking

DATE________________________

POST-TEST

•268

Page 1

DIRECTIONS: Ask the child to follow these directions: (Choose three)

1. Touch your head. What is the position of your head in relation to the rest of your body. (elicit top) What is the opposite of top? Touch the opposite. (top -- bottom)
2. Hold one hand out to side. What is the position of the hand you have held out? What is the opposite of the hand you have held out? Hold up the opposite hand. (left -- right)
3. Put the pencil in the box. What is the position of the pencil to the box? (elicit inside) What is the opposite of inside? Put the crayon in the opposite position. (inside -- outside)
4. Put the pencil in front of the box. What is the position of the pencil? (elicit front) What is the opposite of in front? Put the pencil in the opposite position. (in front -- behind)
5. Direct the child to the light switch. What is the position of the light switch? (elicit on) What is the opposite of on? Put the light switch in the opposite position. (off -- on)
6. Direct the child to stand up. What position are you now that you are standing? (elicit up) What is the opposite of up? Sit down. (up -- down)
7. Point to a large chair in the room, e.g., teacher's chair. In relation to one of the children's chairs, the teacher's chair is big. What is the opposite of big? Compare the child's chair with the teacher's chair. (big -- little)
8. Have the child sit on the teacher's chair -- way back in the chair. The child is high up off the floor. (elicit high) What is the opposite of high? Have the child sit squarely on a child's chair. Now he is low. (elicit low) (high -- low)
9. Have the child hold his hand above the table. What is the position of his hand in relation to the table. (elicit over) What is the opposite of over? Put his hand below the table and elicit under. (over -- under)
10. Direct the child to touch his stomach. What is the position of your stomach in relation to the rest of your body? (elicit front) What is the opposite of front? Touch the opposite (front -- back).
11. Touch your stomach. How does it feel to your hand? (elicit soft) What is the opposite of soft? Touch something that is the opposite (hard -- soft).
12. Lift a paper clip in your hand. Think about its weight. How does it feel? (elicit light) Find something to hold in your hand that is the opposite of light. (book, paper weight, etc. light -- heavy)

Score ☐

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PT: 286

THE PCRS

POST-TEST

•268

Page 2

NAME____________________________
DATE____________________________

DIRECTIONS: Materials: small box with no lid; five or six objects which are big, little, short and tall in relation to each other. e.g., long block, short block, small block, big block.

Ask the child to respond to three (or five) of the following questions:

1. Put a block under the box.
2. Put a block on top of the box.
3. Hold a block over the box.
4. Put a big block on the box.
5. Put a little block on the box.
6. Give me a short block.
7. Put a block on the left of the box.
8. Give me a tall block.
9. Put a block on the right of the box.
10. Show me the bottom of the box.
11. Show me the top of the box.
12. Pick up a tall block.
13. Pick up a short block.
14. Lay down the short block.
15. Put the tall block on the right of the box.

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME____________________
DATE____________________

Self
Checking

POST-TEST
•268
Page 2

DIRECTIONS: Materials: small box with no lid; five or six objects which are big, little, short and tall in relation to each other. e.g., long block, short block, small block, big block.

Ask the child to respond to three (or five) of the following questions:

1. Put a block under the box.
2. Put a block on top of the box.
3. Hold a block over the box.
4. Put a big block on the box.
5. Put a little block on the box.
6. Give me a short block.
7. Put a block on the left of the box.
8. Give me a tall block.
9. Put a block on the right of the box.
10. Show me the bottom of the box.
11. Show me the top of the box.
12. Pick up a tall block.
13. Pick up a short block.
14. Lay down the short block.
15. Put the tall block on the right of the box.

Score

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PT: 288

THE PCRS

POST-TEST
•269
3

NAME______________________________
DATE______________________________

DIRECTIONS: Look at the two lists of words. Draw a line to show which words are antonyms.

1. neat	square
2. round	rough
3. valuable	graceful
4. push	rude
5. smooth	messy
6. familiar	pull
7. clumsy	cheap
8. polite	strange

Score ☐

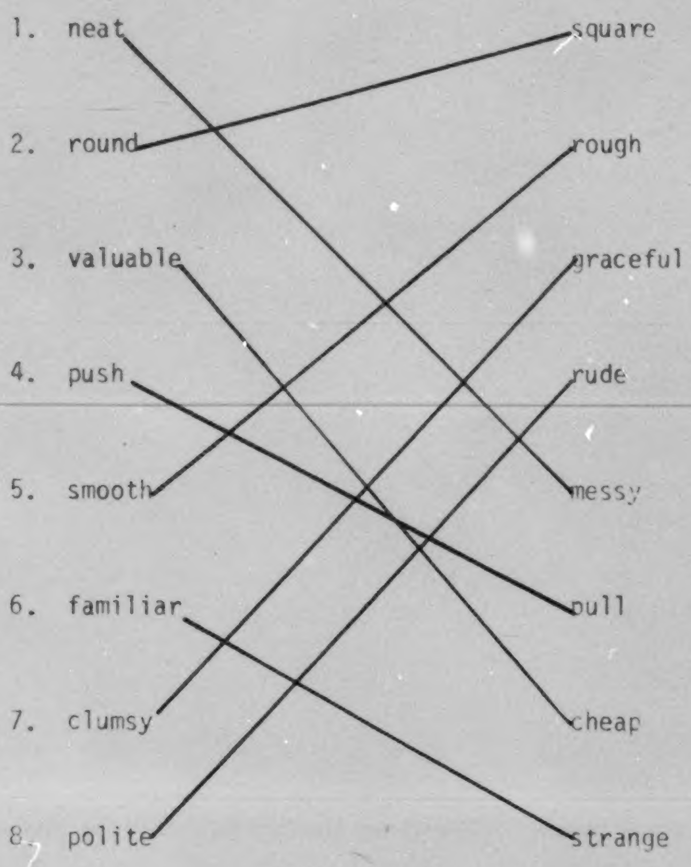
ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST
·269
3

NAME ______________________
DATE ______________________

DIRECTIONS: Look at the two lists of words. Draw a line to show which words are antonyms.



1.	neat	square
2.	round	rough
3.	valuable	graceful
4.	push	rude
5.	smooth	messy
6.	familiar	pull
7.	clumsy	cheap
8.	polite	strange

Score ☐

PT: 290

THE PCRS

POST-TEST
•269
4

NAME ______________________________
DATE ______________________________

DIRECTIONS: Look at the two lists of words. Draw a line to show which words are antonyms. You may use a dictionary if necessary.

1. vigorous	terminate
2. flexible	vulnerable
3. initiate	contained
4. fastidious	messy
5. impervious	rigid
6. localized	disorganized
7. spontaneous	useful
8. obsolete	feeble

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

269

4

NAME

DATE

DIRECTIONS: Look at the two lists of words. Draw a line to show which words are antonyms. You may use a dictionary if necessary.

1. vigorous	terminate
2. flexible	vulnerable
3. initiate	contained
4. fastidious	messy
5. impervious	rigid
6. localized	disorganized
7. spontaneous	useful
8. obsolete	feeble

Score

PT: 292

THE PCRS

POST-TEST

•270

NAME ____________________

DATE ____________________

DIRECTIONS: Read the pair of words below. Put an S on the line if the two words are synonyms, or put an A on the line if the two words are antonyms.

1. wealthy ________ poor
2. above ________ underneath
3. smart ________ bright
4. damp ________ soggy
5. helpful ________ lazy
6. donate ________ give
7. press ________ iron
8. smooth ________ level
9. increase ________ shorten
10. failure ________ success

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-[illegible]

NAME ____________________
DATE ____________________

•270

DIRECTIONS: Read the pair of words below. Put an S on the line if the two words are synonyms, or put an A on the line if the two words are antonyms.

1. wealthy A poor
2. above A underneath
3. smart S bright
4. damp S soggy
5. helpful A lazy
6. donate S give
7. press S iron
8. smooth S level
9. increase A shorten
10. failure A success

Score

THE PCRS

POST-TEST

271

NAME ________________________
DATE ________________________

DIRECTIONS: Read each sentence below. Write an antonym for each of the underlined words on the line at the end of each sentence.

1. The tiny chair was just right for the big man. ____________
2. The rich man was always begging for money. ____________
3. The big square tires were easy to roll. ____________
4. Harry was having so much fun he was glad he was told to go home. ____________
5. It was so noisy in the room that I almost fell asleep. ____________
6. We liked to go hiking in the winter. ____________
7. The view from the top of the mountain was so ugly that we did not want to leave. ____________
8. The dog made a quiet noise as he ran through the house. ____________
9. The cold from the huge fire could be felt from a hundred feet away. ____________
10. The skinny man smashed the chair into pieces as he sat down. ____________

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 295

THE PCRS

NAME ______________________
DATE ______________________

POST-TEST

271

DIRECTIONS: Read each sentence below. Write an antonym for each of the underlined words on the line at the end of each sentence.

1. The tiny chair was just right for the big man. LARGE, BIG
2. The rich man was always begging for money. POOR
3. The big square tires were easy to roll. ROUND
4. Harry was having so much fun he was glad he was told to go home. SAD
5. It was so noisy in the room that I almost fell asleep. QUIET
6. We liked to go hiking in the winter. SUMMER
7. The view from the top of the mountain was so ugly that we did not want to leave. Beautiful, PRETTY
8. The dog made a quiet noise as he ran through the house. LOUD
9. The cold from the huge fire could be felt from a hundred feet away. HEAT, WARMTH
10. The skinny man smashed the chair into pieces as he sat down. FAT

Score ☐

THE PCRS

POST-TEST
•275

NAME______________________________
DATE______________________________

DIRECTIONS: Draw a line from the group of words in Column I to the word it belongs with in Column II.

	Column I	Column II
1.	Easter, July 4, Christmas	letters
2.	checkers, football, golf	fruits
3.	carrots, peas, corn	shapes
4.	pears, apples, peaches	sizes
5.	square, circle, triangle	holidays
6.	chickens, dogs, mules	flowers
7.	rose, daisy, tulip	animals
8.	small, medium, large	games
9.	f, g, h	vegetables
10.	oak, pine, maple	trees

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST
•275

NAME ____________________
DATE ____________________

DIRECTIONS: Draw a line from the group of words in Column I to the word it belongs with in Column II.

	Column I	Column II
1.	Easter, July 4, Christmas	letters
2.	checkers, football, golf	fruits
3.	carrots, peas, corn	shapes
4.	pears, apples, peaches	sizes
5.	square, circle, triangle	holidays
6.	chickens, dogs, mules	flowers
7.	rose, daisy, tulip	animals
8.	small, medium, large	games
9.	f, g, h	vegetables
10.	oak, pine, maple	trees

Score ☐

PT: 298

THE PCRS

POST-TEST
•287
3

NAME ______________________________
DATE ______________________________

DIRECTIONS: Read each sentence. Circle the best answer.

1. Last summer we took a ______________ to the mountains.

   house trip stop

2. John's mother wrote an ______________ to explain why he missed school yesterday.

   open excuse below

3. All of the boys were ______________ at the funny story.

   laughing running sleeping

4. We all thought that the circus was very ______________.

   boring exciting building

5. Sue and John could ____________ the cookies that were in the oven.

   smell taste wonder

6. Mother was so______________ that she went to bed early.

   toward tired happy

7. Our______________ said that our class was very good today.

   store shirt teacher

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST
287
3

NAME ______________________________
DATE ______________________________

DIRECTIONS: Read each sentence. Circle the best answer.

1. Last summer we took a _______________ to the mountains.

house [✓ trip] stop

2. John's mother wrote an _______________ to explain why he missed school yesterday.

open [✓ excuse] below

3. All of the boys were _______________ at the funny story.

[✓ laughing] running sleeping

4. We all thought that the circus was very _______________.

boring [✓ exciting] building

5. Sue and John could _______________ the cookies that were in the oven.

[✓ smell] taste wonder

6. Mother was so _______________ that she went to bed early.

toward [✓ tired] happy

7. Our _______________ said that our class was very good today.

store shirt [✓ teacher]

Score ☐

PT: 300

THE PCRS

POST-TEST

•287
5

NAME ______________________________

DATE ______________________________

DIRECTIONS: Read each sentence. Circle the best answer.

1. The prophets of old tried to ______________ the future.
procrastinate prognosticate prohibit

2. He was ____________________ happy.
ineffably ineffectually infamously

3. Jim was so strong that he thought he was __________________ to danger.
inveterate invulnerable invidious

4. The disease caused him to have __________________ pain.
squalid speculative spasmodic

5. The general ___________________ new food supplies for his hungry men.
requisitioned replicated resisted

6. The food was stale and no longer _____________________.
prudential palatable negotiable

7. The soothsayer said he had a _________________ for all the world's problems.
panacea pancreas palmeto

8. The mother made _________________ comparisons between the two children.
refuted invidious inverted

9. The girls appeared to be in fine ___________________ that beautiful morning.
fettle fickle ferule

10. The poor, stray dog was in ____________________ condition.
lamentable illogical inaudible

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 301

THE PCRS

POST-TEST
•287
5

NAME ______________________
DATE ______________________

DIRECTIONS: Read each sentence. Circle the best answer.

1. The prophets of old tried to ______________ the future.
procrastinate [✓ prognosticate] prohibit

2. He was ______________ happy.
[✓ ineffably] ineffectually infamously

3. Jim was so strong that he thought he was ______________ to danger.
inveterate [✓ invulnerable] invidious

4. The disease caused him to have ______________ pain.
squalid speculative [✓ spasmodic]

5. The general ______________ new food supplies for his hungry men.
[✓ requisitioned] replicated resisted

6. The food was stale and no longer ______________.
prudential [✓ palatable] negotiable

7. The soothsayer said he had a ______________ for all the world's problems.
[✓ panacea] pancreas palmeto

8. The mother made ______________ comparisons between the two children.
refuted [✓ invidious] inverted

9. The girls appeared to be in fine ______________ that beautiful morning.
[✓ fettle] fickle ferule

10. The poor, stray dog was in ______________ condition.
[✓ lamentable] illogical inaudible

Score

PT: 302

THE PCRS

NAME
DATE

POST-TEST
•296
Page 1

DIRECTIONS: Read selection to child. Ask him the question.

Selection:	Questions:
Today, Mary, a little girl, went to the firehouse to take her daddy's lunch to him.	Who is the story about? What happened? When did it happen? Where did Mary go? Why did it happen?
Yesterday Steven, my brother, went to the library to get a mystery book.	Who is the story about? What happened? When? Where? Why?
The black birds gather together in the tops of the trees in the fall as they get ready to fly south for the winter.	Who is the story about? What happened? When? Where? Why?
Mark fell on the sidewalk and skinned his knee. He was running to meet Jimmy as he came home from school yesterday afternoon.	Who is the story about? What happened? When? Where? Why?
Jacquie and Linda are going shopping in Lansing tomorrow to get a birthday present for Roger.	Who is the story about? What happened? When? Where? Why?

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME ____________________ Self
DATE ____________________ Checking

POST-TEST
•296
Page 1

DIRECTIONS: Read selection to child. Ask him the question.

Selection:	Questions:
Today, Mary, a little girl, went to the firehouse to take her daddy's lunch to him.	Who is the story about? What happened? When did it happen? Where did Mary go? Why did it happen?
Yesterday Steven, my brother, went to the library to get a mystery book.	Who is the story about? What happened? When? Where? Why?
The black birds gather together in the tops of the trees in the fall as they get ready to fly south for the winter.	Who is the story about? What happened? When? Where? Why?
Mark fell on the sidewalk and skinned his knee. He was running to meet Jimmy as he came home from school yesterday afternoon.	Who is the story about? What happened? When? Where? Why?
Jacquie and Linda are going shopping in Lansing tomorrow to get a birthday present for Roger.	Who is the story about? What happened? When? Where? Why?

Score ☐

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THE PCRS

NAME________________________
DATE________________________

POST-TEST
•296
Page 2

DIRECTIONS: Select one question for each child being tested from those listed below.

1. Pretend the Three Bears had a picnic. What three things can you tell me about a picnic they might have had? (e.g., eaten outside, eaten honey and berries, had lots of food, went out into woods)
2. Pretend you went for a walk with Goldilocks. What three things might happen when you went for a walk with her? (visit the Three Bears' house, pick flowers, meet the Three Bears, run home)
3. Pretend you had breakfast with the Three Bears. If you have breakfast with them what three things might you do? (e.g., taste hot porridge, let porridge cool, go for a walk)
4. Suppose you saw a big bear in the woods. What three things might you do? (run, scream, pet him, feed him)

Score ☐

ADAPTED FROM SYSTEM I READ
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NAME________________________ Self Checking

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POST-TEST

•296

Page 2

DIRECTIONS: Select one question for each child being tested from those listed below.

1. Pretend the Three Bears had a picnic. What three things can you tell me about a picnic they might have had? (e.g., eaten outside, eaten honey and berries, had lots of food, went out into woods)

2. Pretend you went for a walk with Goldilocks. What three things might happen when you went for a walk with her? (visit the Three Bears' house, pick flowers, meet the Three Bears, run home)

3. Pretend you had breakfast with the Three Bears. If you have breakfast with them what three things might you do? (e.g., taste hot porridge, let porridge cool, go for a walk)

4. Suppose you saw a big bear in the woods. What three things might you do? (run, scream, pet him, feed him)

Score	

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THE PCRS

POST-TEST

•298

3

NAME

DATE

DIRECTIONS: Read the story. Answer the questions below by circling the correct answer.

A new fun thing for students to do is to make filmstrips. You can get a kit that has the blank film, colored pencils and pens. You decide on a story, plan it out and then draw it on the blank film. You then need a machine called a projector to show it with.

1. A new fun thing is:

   a. A projector
   b. Filmstrips
   c. Movies

2. To do this you need:

   a. Film and pens
   b. Pens and pencils
   c. Film and clips

3. You can use it to make:

   a. Movies
   b. Projectors
   c. Filmstrips

4. The first thing to do is:

   a. Write it down
   b. Plan it out
   c. Project it

5. It comes in a:

   a. Package
   b. Kit
   c. Box

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 307

THE PCRS

POST-TEST
•298
3

NAME________________________________
DATE________________________________

DIRECTIONS: Read the story. Answer the questions below by circling the correct answer.

A new fun thing for students to do is to make filmstrips. You can get a kit that has the blank film, colored pencils and pens. You decide on a story, plan it out and then draw it on the blank film. You then need a machine called a projector to show it with.

1. A new fun thing is:

   a. A projector
   [✓ b. Filmstrips]
   c. Movies

2. To do this you need:

   [✓ a. Film and pens]
   b. Pens and pencils
   c. Film and clips

3. You can use it to make:

   a. Movies
   b. Projectors
   [✓ c. Filmstrips]

4. The first thing to do is:

   a. Write it down
   [✓ b. Plan it out]
   c. Project it

5. It comes in a:

   a. Package
   [✓ b. Kit]
   c. Box

Score

THE PCRS

POST-TEST

• 293

4

NAME______________________________________
DATE______________________________________

DIRECTIONS: Read the following story. Circle the letter of the words that correctly finish each statement.

Mountain climbing is a dangerous sport. When mountain climbers are asked why they climb mountains, they are apt to say, "Because they are there." Mountain climbing requires stamina, training and lots of practice with experienced guides. Sherpa tribesmen in the Himalaya Mountains have a tradition of being exceptionally good mountaineers. It is said that Sir Edmund Hillary who first conquered Mt. Everest would not have done so had he not had a Sherpa guide,Tenzing Norgay, to help him. There was even some question as to whether Norgay or Hillary first set foot on the summit.

Mountain climbers who have taken on a long difficult project have not only their own safety to worry about, but have food supplies, tools, ropes, blankets and first aid equipment to consider as well.

Low temperatures and storm conditions in high altitudes make mountain climbing an extremely high risk sport.

1. Mountain climbing as a sport is:

   a. High risk
   b. Popular
   c. Easy to learn

2. The following is not suggested in the sotry as necessary equipment:

   a. Rope
   b. Tools
   c. Fuel

3. Mountain climbers say they climb mountains because:

   a. They like heights
   b. They are there
   c. They are brave

Score ☐

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POST-TEST
• 203
4

NAME______________________________
DATE______________________________

DIRECTIONS: Read the following story. Circle the letter of the words that correctly finish each statement.

Mountain climbing is a dangerous sport. When mountain climbers are asked why they climb mountains, they are apt to say, "Because they are there." Mountain climbing requires stamina, training and lots of practice with experienced guides. Sherpa tribesmen in the Himalaya Mountains have a tradition of being exceptionally good mountaineers. It is said that Sir Edmund Hillary who first conquered Mt. Everest would not have done so had he not had a Sherpa guide,Tenzinq Norgay, to help him. There was even some question as to whether Norgay or Hillary first set foot on the summit.

Mountain climbers who have taken on a long difficult project have not only their own safety to worry about, but have food supplies, tools, ropes, blankets and first aid equipment to consider as well.

Low temperatures and storm conditions in high altitudes make mountain climbing an extremely high risk sport.

1. Mountain climbing as a sport is:

   [✓ a.] High risk
   b. Popular
   c. Easy to learn

2. The following is not suggested in the sotry as necessary equipment:

   a. Rope
   b. Tools
   [✓ c.] Fuel

3. Mountain climbers say they climb mountains because:

   a. They like heights
   [✓ b.] They are there
   c. They are brave

Score ☐

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4

4. Mount Everest was first conquered by:

   a. Sir Edmund Hillary
   b. Tenzing Norgay
   c. Sherpa Tribesmen
   d. Either Sir Edmund Hillary or Tenzing Norgay

5. On mountain tops the climate is likely to be:

   a. Cold but sunny
   b. Cold and stormy
   c. Sunny and hot

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

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NAME
DATE

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• 298

4

4. Mount Everest was first conquered by:

   a. Sir Edmund Hillary
   b. Tenzing Norgay
   c. Sherpa Tribesmen
   [✓ d.] Either Sir Edmund Hillary or Tenzing Norgay

5. On mountain tops the climate is likely to be:

   a. Cold but sunny
   [✓ b.] Cold and stormy
   c. Sunny and hot

THE PCRS

POST-TEST
• 299

NAME ______________________
DATE ______________________

DIRECTIONS: Read the story. In the questions below, circle the best answer.

When he finally made it to school that morning, Johnny was so nervous he exploded into his seventh grade homeroom and stumbled into big old Mrs. Barton landing both of them right on the floor. "Johnny, Johnny," she moaned, "You're an accident looking for a place to happen. No excuses please, just take your seat and take out your history book and a pencil. It's five minutes to this quiz on World War I." Johnny took out his history book and pencil, and when she began writing the questions on the board, he really blew his cool. His brain seemed to be paralyzed and he couldn't remember or locate anything. Luckily for him, old Mrs. Barton was understanding and told him he could do an extra assignment to cancel out this bad test score.

---

1. When Johnny got to school he was ...
   (a) cool (c) tuckered out
   (b) nervous (d) quite ill

2. Johnny stumbled into ...
   (a) Preacher Smith (c) Mrs. Barton
   (b) a gang of bullies (d) Kris Kringle

3. Johnny was to take a quiz on ...
   (a) canals (c) Monkeys and Their Friends
   (b) World War I (d) dances of pioneer times

4. Mrs. Barton said ...
   (a) "You've had an accident" (c) "You may have an accident."
   (b) "You're an accident" (d) "Where's the accident?"

5. When the test began, Johnny ...
   (a) heaved a sigh of relief (c) settled down to work
   (b) blew his cool (d) began to cry

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME
DATE

POST-TEST
• 299

DIRECTIONS: Read the story. In the questions below, circle the best answer.

When he finally made it to school that morning, Johnny was so nervous he exploded into his seventh grade homeroom and stumbled into big old Mrs. Barton landing both of them right on the floor. "Johnny, Johnny," she moaned, "You're an accident looking for a place to happen. No excuses please, just take your seat and take out your history book and a pencil. It's five minutes to this quiz on World War I." Johnny took out his history book and pencil, and when she began writing the questions on the board, he really blew his cool. His brain seemed to be paralyzed and he couldn't remember or locate anything. Luckily for him, old Mrs. Barton was understanding and told him he could do an extra assignment to cancel out this bad test score.

---

1. When Johnny got to school he [illegible] ...
   (a) cool　　(c) tuckered out
   [✓ (b)] nervous　　(d) quite ill

2. Johnny stumbled into ...
   (a) Preacher Smith　　[✓ (c)] Mrs. Barton
   (b) a gang of bullies　　(d) Kris Kringle

3. Johnny was to take a quiz on ...
   (a) canals　　(c) Monkeys and Their Friends
   [✓ (b)] World War I　　(d) dances of pioneer times

4. Mrs. Barton said ...
   (a) "You've had an accident"　　(c) "You may have an accident."
   [✓ (b)] "You're an accident"　　(d) "Where's the accident?"

5. When the test began, Johnny ...
   (a) heaved a sigh of relief　　(c) settled down to work
   [✓ (b)] blew his cool　　(d) began to cry

Score

THE PCRS

POST-TEST
•306

NAME____________________________________
DATE____________________________________

DIRECTIONS: Read the following story. Circle the letter of the best title in the choices below.

Janet begged her folks for a minibike for her 15th birthday. She knew she should be at least 16 and have a driver's license in order to operate it but her desire took precedence over her good sense. She wheedled and cajoled her parents until they finally said, "Yes."

The day of her birthday her parents excitedly presented her with her gift. What a minibike! It wasn't much larger than her bicycle, but it was considerably heavier. The ignition switch was on the handlebar and it didn't require a gear shift. She couldn't wait to ride it and immediately tried it on the street in front of her house. She didn't consider the difficulty of balancing the vehicle since it was so much heavier than her bike. She lost her balance, tipped over and badly bruised her entire right side as she fell. She decided that maybe this was a sign that she should follow the rules in the future. Until she was old enough for her license she would ride the bike only on the sidewalk in front of her house.

A. Minibikes Are Great!

B. Follow the Rules

C. A Good Birthday

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME
DATE

POST-TEST
306

DIRECTIONS: Read the following story. Circle the letter of the best title in the choices below.

Janet begged her folks for a minibike for her 15th birthday. She knew she should be at least 16 and have a driver's license in order to operate it but her desire took precedence over her good sense. She wheedled and cajoled her parents until they finally said, "Yes."

The day of her birthday her parents excitedly presented her with her gift. What a minibike! It wasn't much larger than her bicycle, but it was considerably heavier. The ignition switch was on the handlebar and it didn't require a gear shift. She couldn't wait to ride it and immediately tried it on the street in front of her house. She didn't consider the difficulty of balancing the vehicle since it was so much heavier than her bike. She lost her balance, tipped over and badly bruised her entire right side as she fell. She decided that maybe this was a sign that she should follow the rules in the future. Until she was old enough for her license she would ride the bike only on the sidewalk in front of her house.

A. Minibikes Are Great!

[✓ B.] Follow the Rules

C. A Good Birthday

Score

PT: 316

THE PCRS

POST-TEST
• 314
3

NAME ______________________
DATE ______________________

DIRECTIONS: Read the sentences. Circle the best answer.

1. Fred saw two teams of boys bouncing a ball and trying to get it in a basket. Fred was at a game of ....

   (a) baseball

   (b) horseshoes

   (c) basketball

2. John saw a small brown animal. It was sitting in a tree, eating a nut, and had a brown bushy tail. John saw a ....

   (a) hog

   (b) squirrel

   (c) log

3. Jack saw a bright yellow truck with hoses on it. Men were standing on it wearing raincoats. Fred saw a ....

   (a) firetruck

   (b) dump truck

   (c) mail truck

4. Joan sat on a chair tried on one pair that was black, then a white pair, then a brown pair. She was in a ....

   (a) hat store

   (b) shoe store

   (c) grocery store

5. Milton scratched and scratched and hit at his arm. He had been bitten by ...

   (a) an elephant

   (b) a mosquito

   (c) a dog

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

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POST-TEST
314
3

NAME ____________________
DATE ____________________

DIRECTIONS: Read the sentences. Circle the best answer.

1. Fred saw two teams of boys bouncing a ball and trying to get it in a basket. Fred was at a game of ....

   (a) baseball

   (b) horseshoes

   [✓ (c)] basketball

2. John saw a small brown animal. It was sitting in a tree, eating a nut, and had a brown bushy tail. John saw a ....

   (a) hog

   [✓ (b)] squirrel

   (c) log

3. Jack saw a bright yellow truck with hoses on it. Men were standing on it wearing raincoats. Fred saw a ....

   [✓ (a)] firetruck

   (b) dump truck

   (c) mail truck

4. Joan sat on a chair tried on one pair that was black, then a white pair, then a brown pair. She was in a ....

   (a) hat store

   [✓ (b)] shoe store

   (c) grocery store

5. Milton scratched and scratched and hit at his arm. He had been bitten by ...

   (a) an elephant

   [✓ (b)] a mosquito

   (c) a dog

Score ☐

PT: 318

THE PCRS

POST-TEST
• 314
4

NAME
DATE

DIRECTIONS: Read the story. Underline the correct answer.

Fourteen year old Jerry really wants to go to the beach. His mother said he could go if he finishes his household chores. His problem is that although there is a bus on the corner, he doesn't drive and he doesn't have any money. He knows that,if he mows the lawn, his mother will pay him for the job. On the other hand, his friend, Jimmy,who is 16, got a new jalopy for his birthday. However, he is broke and out of gas.

1. The easiest thing for Jerry to do would be ...
   a. mow the lawn.
   b. finish his chores.
   c. ask Jimmy to drive him.

2. In order to get Jimmy to take him, Jerry will have to ...
   a. ask him.
   b. give him gas money.
   c. finish his chores.

3. The only sure way to get there is to plan on going ...
   a. by public transportation.
   b. with his mother.
   c. with Jimmy.

4. It's a sure bet that he'll mow the lawn because ...
   a. his mother said he had to.
   b. he needs the money.
   c. Jimmy told him to.

5. You can guess that Jerry is a pretty fair swimmer because ...
   a. he asked his mother if he could go.
   b. he is thinking about working to pay for transportation.
   c. his friend Jimmy is going.

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST
314
4

NAME ______________________
DATE ______________________

DIRECTIONS: Read the story. Underline the correct answer.

Fourteen year old Jerry really wants to go to the beach. His mother said he could go if he finishes his household chores. His problem is that although there is a bus on the corner, he doesn't drive and he doesn't have any money. He knows that,if he mows the lawn, his mother will pay him for the job. On the other hand, his friend, Jimmy,who is 16, got a new jalopy for his birthday. However, he is broke and out of gas.

1. The easiest thing for Jerry to do would be ...
   [✓ a.] mow the lawn.
   b. finish his chores.
   c. ask Jimmy to drive him.

2. In order to get Jimmy to take him, Jerry will have to ...
   a. ask him.
   [✓ b.] give him gas money.
   c. finish his chores.

3. The only sure way to get there is to plan on going ...
   [✓ a.] by public transportation.
   b. with his mother.
   c. with Jimmy.

4. It's a sure bet that he'll mow the lawn because ...
   a. his mother said he had to.
   [✓ b.] he needs the money.
   c. Jimmy told him to.

5. You can guess that Jerry is a pretty fair swimmer because ...
   a. he asked his mother if he could go.
   [✓ b.] he is thinking about working to pay for transportation.
   c. his friend Jimmy is going.

Score

THE PCRS

NAME
DATE

POST-TEST
321

DIRECTIONS: What will happen next in each story? Circle the best ending.

1. Tony went out on the porch for the newspaper. The wind slammed the door shut. Tony was ...

   a. happy b. locked out c. hungry

2. Alice knitted a sweater for her boyfriend. She ran out of yarn and couldn't buy more. When Alan tried it on the sweater was ...

   a. too big b. too small c. too long

3. Last winter Jim was skating on the pond. He saw a sign and skated over to it. The sign said ...

   a. yield b. no swimming c. thin ice

4. Whenever he took a trip, Lou never read a road map. He would ask his wife to give him directions. If she wasn't with him he ...

   a. got lost b. drove faster c. had a flat

5. Johnny was hiking in the forest. He sat on the ground to rest. Later that night his legs began to itch because ...

   a. he was tired b. he sat on poison ivy c. he ate mushrooms

Score

ADAPTED FROM SYSTEM I READ
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THE PCRS

POST-TEST
321

NAME ______________________________
DATE ______________________________

DIRECTIONS: What will happen next in each story? Circle the best ending.

1. Tony went out on the porch for the newspaper. The wind slammed the door shut. Tony was ...

   a. happy [✓ b. locked out] c. hungry

2. Alice knitted a sweater for her boyfriend. She ran out of yarn and couldn't buy more. When Alan tried it on the sweater was ...

   a. too big [✓ b. too small] c. too long

3. Last winter Jim was skating on the pond. He saw a sign and skated over to it. The sign said ...

   a. yield b. no swimming [✓ c. thin ice]

4. Whenever he took a trip, Lou never read a road map. He would ask his wife to give him directions. If she wasn't with him he ...

   [✓ a. got lost] b. drove faster c. had a flat

5. Johnny was hiking in the forest. He sat on the ground to rest. Later that night his legs began to itch because ...

   a. he was tired [✓ b. he sat on poison ivy] c. he ate mushrooms

Score

THE PCRS

NAME______________________________
DATE______________________________

POST-TEST
• 326
Page 1

DIRECTIONS 1: Read the conclusion to the child and ask the child to give two facts to support it. Select three items for each child being tested.

1. There are at least three rooms in the Three Bears' House. How can you tell? (There would be a living room, kitchen, and bedroom for the chairs, bowls, and beds.)

2. The Three Bears lived in the woods. If you looked out their window how could you tell? (trees, animals, flowers, dirt path)

3. Goldilocks liked porridge that was just the right temperature. How do you know this? (She tried Mama Bear's porridge and it was too cold so she didn't eat it. She also tried Papa Bear's porridge and it was too hot so she didn't eat it. But when she tasted Baby Bear's porridge it was just right so she ate it all up.)

4. Goldilocks was bigger than Baby Bear. How do you know this? (She broke Baby Bear's chair.)

5. Goldilocks did not want to sit in chairs that were too high or too low. How do you know this? (She did not sit in Papa or Mama Bear's chairs because they were too high or too low.)

6. Goldilocks did not like beds that were too soft or too hard. How do you know this? (She did not want to sleep in Mama Bear's bed or Papa Bear's bed because they were too soft or too hard.)

7. Porridge is eaten from bowls. How do you know this? (Mama Bear put their porridge in bowls. Goldilocks ate Baby Bear's porridge out of a bowl.)

8. Goldilocks had had a long walk. How do you know? (She was tired and hungry.)

9. The biggest bear was a "he" (male) bear. How do you know? (He is the Daddy Bear. A Daddy is a "he.")

10. The middle sized bear is a "she" (female) bear. How can you tell? (The middle sized bear is a Mama Bear. Mamas are girls. A girl is a "she.")

11. When the Three Bears came home Goldilocks was frightened. How do you know? (She ran down the stairs and out of the house and never came back.)

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NAME________________________ Self Checking

DATE________________________

POST-TEST

• 326

Page 1

DIRECTIONS 1: Read the conclusion to the child and ask the child to give two facts to support it. Select three items for each child being tested.

1. There are at least three rooms in the Three Bears' House. How can you tell? (There would be a living room, kitchen, and bedroom for the chairs, bowls, and beds.)

2. The Three Bears lived in the woods. If you looked out their window how could you tell? (trees, animals, flowers, dirt path)

3. Goldilocks liked porridge that was just the right temperature. How do you know this? (She tried Mama Bear's porridge and it was too cold so she didn't eat it. She also tried Papa Bear's porridge and it was too hot so she didn't eat it. But when she tasted Baby Bear's porridge it was just right so she ate it all up.)

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9. The biggest bear was a "he" (male) bear. How do you know? (He is the Daddy Bear. A Daddy is a "he.")

10. The middle sized bear is a "she" (female) bear. How can you tell? (The middle sized bear is a Mama Bear. Mamas are girls. A girl is a "she.")

11. When the Three Bears came home Goldilocks was frightened. How do you know? (She ran down the stairs and out of the house and never came back.)

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NAME ______________________________
DATE ______________________________

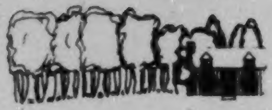
DIRECTIONS 1: Continued

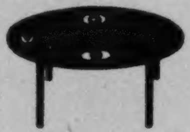
12. Goldilocks was a brave little girl. How do you know? (She went for a walk in the woods all by herself. She explored the Three Bears house all by herself.)

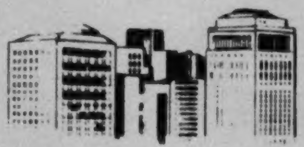
____
____
Score ______________

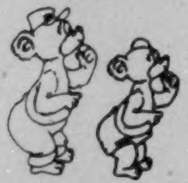
DIRECTIONS 2: Test up to four children in the same group. Use two pictures, two stories, and two situations for each child. Eight of each are offered for your use.

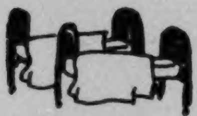
Using pictures:

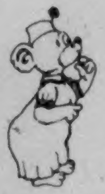

Whose house could this be?

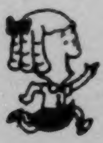

Whose table could this be?

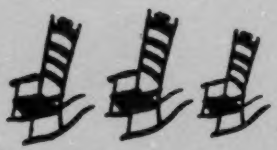

Who did not live here?


Who are these characters?


Whose beds could these not belong to?


Who could this be?


Who is this?


Whose chairs are these?

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Page 2

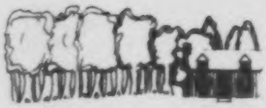
DIRECTIONS 1: Continued

12. Goldilocks was a brave little girl. How do you know? (She went for a walk in the woods all by herself. She explored the Three Bears house all by herself.)

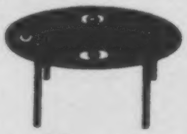
____
Score ______________
____

DIRECTIONS 2: Test up to four children in the same group. Use two pictures, two stories, and two situations for each child. Eight of each are offered for your use.

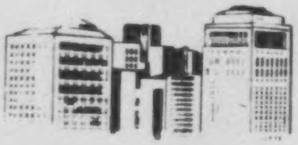
Using pictures:



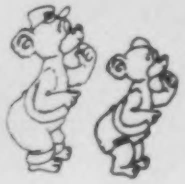
Whose house could this be?



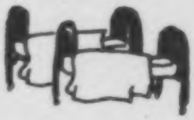
Whose table could this be?



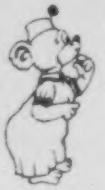
Who did not live here?



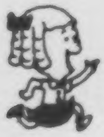
Who are these characters?



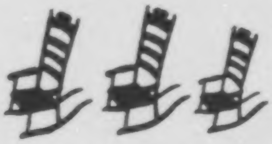
Whose beds could these not belong to?



Who could this be?



Who is this?



Whose chairs are these?

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NAME________________________________
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DIRECTIONS 2: Continued

Using Stories:

1. Goldilocks slept in the Baby Bear's bed. Why? (e.g., right size for her; she was tired)
2. Goldilocks did not eat Papa Bear's porridge. Why? (e.g., too hot)
3. The Three Bears went for a walk. Why? (e.g., to wait for their porridge to cool)
4. Goldilocks did not sit on Mama Bear's chair. Why? (e.g., too soft)
5. Baby Bear was upset when he found his chair broken. Why? (e.g., he wanted to sit on it)
6. Mama Bear poured three bowls of porridge. Why? (e.g., one for each bear)
7. Papa Bear knew someone had tasted his porridge. How? (e.g., a used spoon was beside his bowl)
8. The Three Bears did not lock their door. How do you know this? (Goldilocks went in their house)

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DIRECTIONS 2: Continued

Using Stories:

1. Goldilocks slept in the Baby Bear's bed. Why? (e.g., right size for her; she was tired)
2. Goldilocks did not eat Papa Bear's porridge. Why? (e.g., too hot)
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DATE____________________________

DIRECTIONS 2: Continued

Using situations:

1. The bears were upset when they found their porridge had been tasted. Why? (e.g., they wanted their things left alone)
2. The bears did not walk in the city. Why? (e.g., They lived in the woods.)
3. Goldilocks did not have brown hair. How do you know this? (e.g., her name was Goldilocks)
4. Papa Bear was bigger than Baby Bear. How do [illegible] know this? (e.g., Daddies are big and grown up, [illegible]ies are little. or Papa Bear's things were bigger than Baby Bear's.)
5. Goldilocks was about the size of Baby Bear. How do you know this? (e.g., she fit into Baby Bear's things)
6. Mama Bear said, "Somebody has been sitting in my chair." How did she know this? (e.g., the cushion might have been rumpled)
7. Goldilocks awoke quickly. Why? (she was startled by the bears)
8. The bears did not eat their porridge right away. Why? (the porridge was too hot.)

Score ☐

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DIRECTIONS 2: Continued

Using situations:

1. The bears were upset when they found their porridge had been tasted. Why? (e.g., they wanted their things left alone)

2. The bears did not walk in the city. Why? (e.g., They lived in the woods.)

3. Goldilocks did not have brown hair. How do you know this? (e.g., her name was Goldilocks)

4. Papa Bear was bigger than Baby Bear. How do you know this? (e.g., Daddies are big and grown up; babies are little. or Papa Bear's things were bigger than Baby Bear's.)

5. Goldilocks was about the size of Baby Bear. How do you know this? (e.g., she fit into Baby Bear's things)

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7. Goldilocks awoke quickly. Why? (she was startled by the bears)

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Score ☐

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NAME________________________

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DIRECTIONS 3: As many as four children can be tested together. Twelve activities are given below; use three for each child. The child is to give a divergent (different) interpretation. Encourage the child to respond creatively.

1. As the Three Bears walked along the path in the woods, they came upon a big box. They opened up the big box and . . . what do you think happened?
2. In the woods the Three Bears met Donna Doe and . . . what do you think she told them?
3. Roland Robin was flitting from tree to tree telling everyone . . . and what do you suppose he said?
4. Mama Bear got very upset with Baby Bear when he . . . what do you think he did?
5. Goldilocks wore . . . what do you suppose she wore in the woods?
6. As Goldilocks entered the woods . . . what do you imagine she saw?
7. When Goldilocks went into the Bear's living room she saw something on the wall. What do you think it was?
8. Can you imagine what Goldilocks said to her mother when she got home?
9. How do you suppose you make porridge?
10. What do you think Papa Bear did after Goldilocks ran away?
11. Do you suppose there were more bears in the woods besides the Three Bears?
12. Who is Baby Bear's best friend and what do you think they like to play?

Score ☐

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Page 5

DIRECTIONS 3: As many as four children can be tested together. Twelve activities are given below; use three for each child. The child is to give a divergent (different) interpretation. Encourage the child to respond creatively.

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Score ☐

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3

DIRECTIONS: Read the paragraph. Underline the correct answers for each incomplete sentence.

There were four of them looking very frightened. Huddled together in the dusk they seemed to want nothing more than to stay as close as possible to each other. Their eyes continually searched the grass and trees around them looking for the first sign of someone or something to harm them. A few drops of rain spattered against the leaves, then touched their fur and made dark spots but still they didn't move. Then ever so lightly feet moved among the leaves on the forest floor. The eyes of the four jerked to the direction of the sound. Closer and closer came the sound. The curtain of leaves suddenly parted above their heads and the long ears of their mother were outlined against the sky. Another watch was over.

1. The watchers were ...
   (a) rhinoceroses
   (b) rabbits
   (c) bear cubs
   (d) giraffes

2. The sun was ...
   (a) under rain clouds
   (b) shining brightly
   (c) not out because it was night

3. The watchers were ...
   (a) soaking wet
   (b) lonely
   (c) hot
   (d) eating

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME ______________________________
DATE ______________________________

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•327
3

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   [✓ (b) rabbits]
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   (d) giraffes

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   (a) under rain clouds
   (b) shining brightly
   [✓ (c) not out because it was night]

3. The watchers were ...
   (a) soaking wet
   [✓ (b) lonely]
   (c) hot
   (d) eating

Score ☐

THE PCRS

NAME________________________________
DATE________________________________

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4

DIRECTIONS: Read the paragraph. Underline the correct answers for each incomplete sentence.

Jerry was so excited. He was on his first campout as a Boy Scout. He was eager to do everything right so he had done everything asked of him in a hurry, running here and there. By the time supper was ready he almost felt too tired to eat the sizzling hot dogs and baked beans. Everyone told him the best part of the trip was yet to come. Soon the call went out to gather around the camp fire. Then the fun began. The older scouts were telling a ghost story. One of the scouts would begin the story stopping at an exciting part. The next scout would continue the story until the other scout would take over. As the story became scarier, the younger scouts became so quiet you could hear a twig snap. Jerry wasn't sleepy any longer. His eyes were big and round like saucers. When the story ended with a scream and "All the ghosts are coming to get YOU!", Jerry let out a shriek because a white-sheeted figure did appear against the fading embers of the fire. He wondered how he would ever fall asleep.

1. Jerry was ...
   (a) an experienced scout
   (b) new at camping
   (c) uninterested in the story
   (d) a ghost

2. The camp was ...
   (a) near the woods
   (b) held in early fall
   (c) an old Indian campground
   (d) very large

3. After the campfire Jerry probably ...
   (a) went right to sleep
   (b) stayed awake thinking about ghosts
   (c) wrote a letter to his mother
   (d) went looking for ghosts

Score

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• 327

4

NAME

DATE

DIRECTIONS: Read the paragraph. Underline the correct answers for each incomplete sentence.

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1. Jerry was ...
   (a) an experienced scout
   (b) new at camping
   (c) uninterested in the story
   (d) a ghost

2. The camp was ...
   (a) near the woods
   or (b) held in early fall
   (c) an old Indian campground
   (d) very large

3. After the campfire Jerry probably ...
   (a) went right to sleep
   (b) stayed awake thinking about ghosts
   (c) wrote a letter to his mother
   (d) went looking for ghosts

Score ☐

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3

NAME ________________________________

DATE ________________________________

DIRECTIONS: Read the sentences. Circle the best answer.

1. June has been working her head off all day cleaning the basement. She is so tired she will

    a. go to a party tonight
    b. fall into bed
    c. join a club next week

2. To get ready for the trip, Julie and George loaded the car with all the equipment they would need. They barely got the trunk closed. Since the rear end of the car was almost dragging on the ground, they would probably have to

    a. unload some weight
    b. add weight to the front
    c. get a new shock absorber

3. The car thumped along. John stopped, got out and saw that his rear left tire looked very low. He should

    a. have it changed immediately
    b. put air into it
    c. get a new tire

4. The family got ready to go on the trip but left the front door open. On their return they found

    a. everything just the way they left it
    b. all their valuables gone
    c. it locked

5. Jerry's mother gave him a big bag of candy in return for his help around the house. He couldn't help himself but ate the whole thing at one sitting. Chances are

    a. he will get fat
    b. he will get sick
    c. he will get pimples

Score ☐

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NAME ______________________________
DATE ______________________________

POST-TEST
•328
3

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    [✓ b. he will get sick]
    c. he will get pimples

Score ☐

THE PCRS

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4

NAME____________________________________

DATE____________________________________

DIRECTIONS: Read the pargraph and select the most reasonable outcome for the story.

Genny and Ginny were identical twins. Simply put, no one could tell them apart. The girls could even fool their father and mother sometimes. They did everything together. They talked the same, wrote the same way, wore the same clothes and liked the same books. They were also in the same fourth grade class. This proved to be a problem to their teacher. Although the girls were good students in most of their subjects, Genny simply couldn't spell. She was quite unhappy because she feared she was going to fail in Spelling. Ginny couldn't stand for her twin to be unhappy. One day when the girls were taking a big spelling test, Ginny saw Genny's eyes fill with tears. She just couldn't spell those words! Quickly, Ginny finished her own paper and wrote another spelling paper for her sister. The teacher seeing what was being done, wisely refrained from making a scene. Instead, she called in their parents. After talking over the problem of Genny's spelling and discussing special help for her, the teacher and the parents decided the best way to be sure the girls never posed as each other was

1. To brand each girl with her name on her forehead.
2. To separate them in school thereafter beginning by putting Ginny and Genny into two different fourth grades.
3. To change their names to Virginia and Genevieve.
4. To have Ginny wear mini skirts; Genny, maxiskirts.
5. To put Genny back in the second grade so the girls would always be in different grade levels.

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

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4

NAME ______________________

DATE ______________________

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2. [✓ To separate them in school thereafter beginning by putting Ginny and Genny into two different fourth grades.]
3. To change their names to Virginia and Genevieve.
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5. To put Genny back in the second grade so the girls would always be in different grade levels.

Score

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Page 1

DIRECTIONS: Read the selection below. Then read the activity. Number the sentences in the order in which the events happened in the selection.

Harry's Helicopter

One rainy day, Harry had to stay in the house. He thought and thought about what he could do. All of a sudden he thought he would make a paper helicopter. Here is how he made it. Maybe your teacher will let you make one. Why don't you ask her after you are done with this test.

Harry first traced over the pattern like the one we have drawn for you on the next page. Then he cut and folded the top part like the pattern told him to do. Next he folded the bottom part and put two paper clips at the bottom to hold it together. Harry was then ready to try out his helicopter.

Activity

_____Harry cut and folded the top part.

_____Harry flew his helicopter.

_____Harry traced over the pattern.

_____He put two paper clips at the bottom.

_____He folded the bottom part.

Score ☐

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Page 1

DIRECTIONS: Read the selection below. Then read the activity. Number the sentences in the order in which the events happened in the selection.

Harry's Helicopter

One rainy day, Harry had to stay in the house. He thought and thought about what he could do. All of a sudden he thought he would make a paper helicopter. Here is how he made it. Maybe your teacher will let you make one. Why don't you ask her after you are done with this test.

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Activity

2 Harry cut and folded the top part.

5 Harry flew his helicopter.

1 Harry traced over the pattern.

4 He put two paper clips at the bottom.

3 He folded the bottom part.

Score ☐

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NAME ______________________
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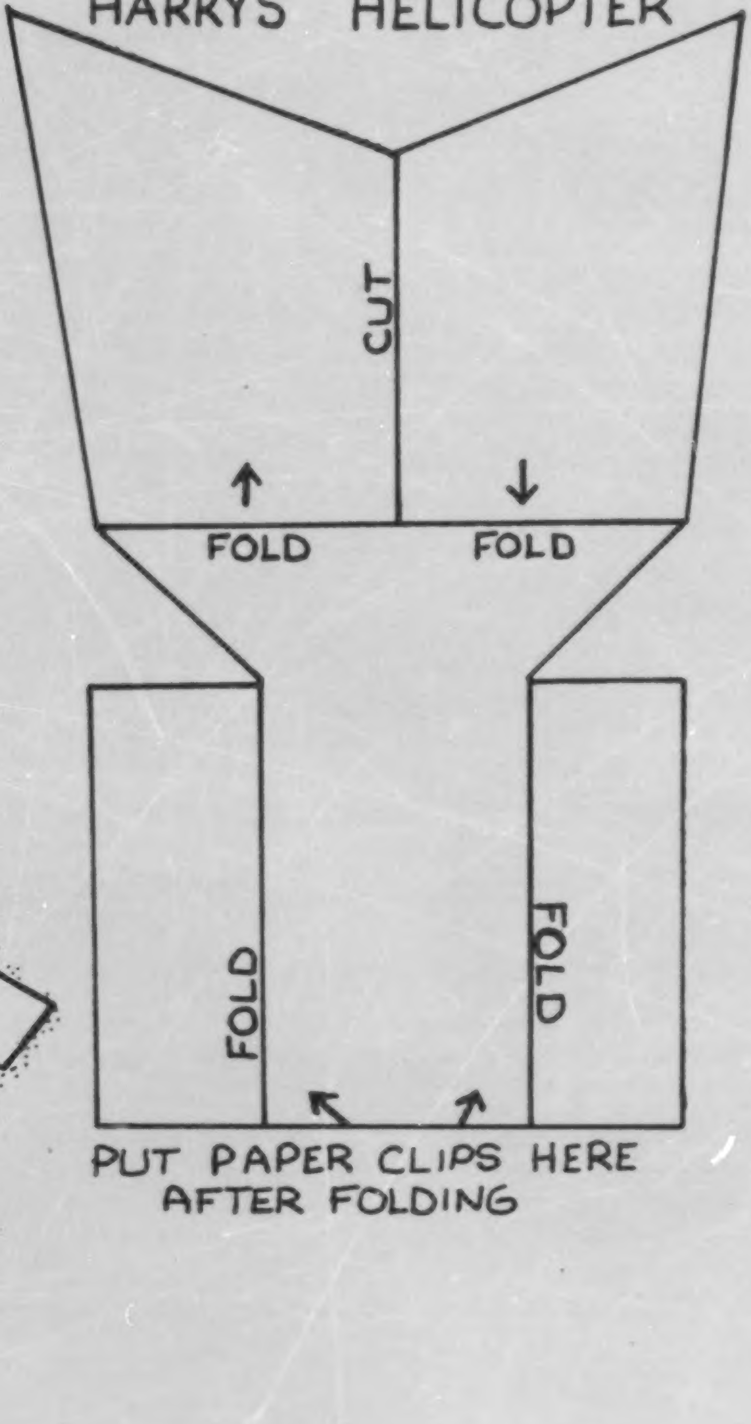
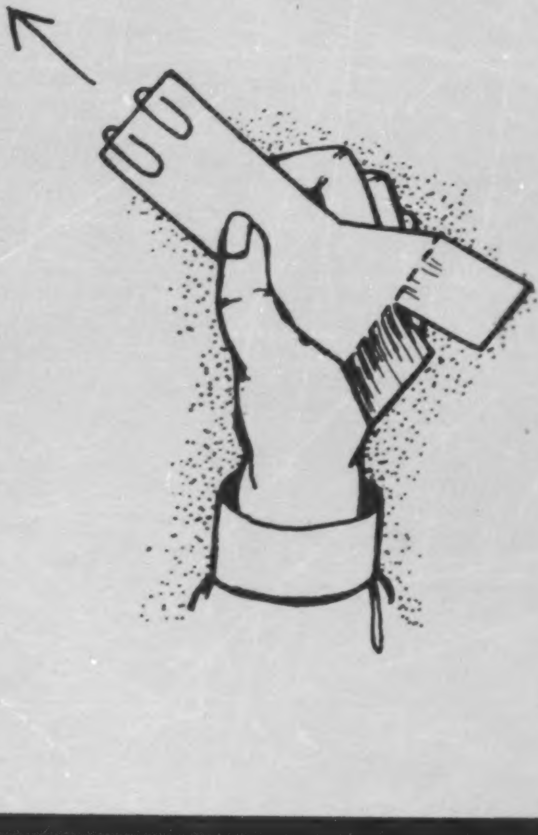
HARRY'S HELICOPTER


CUT
FOLD
FOLD
FOLD
FOLD
PUT PAPER CLIPS HERE AFTER FOLDING



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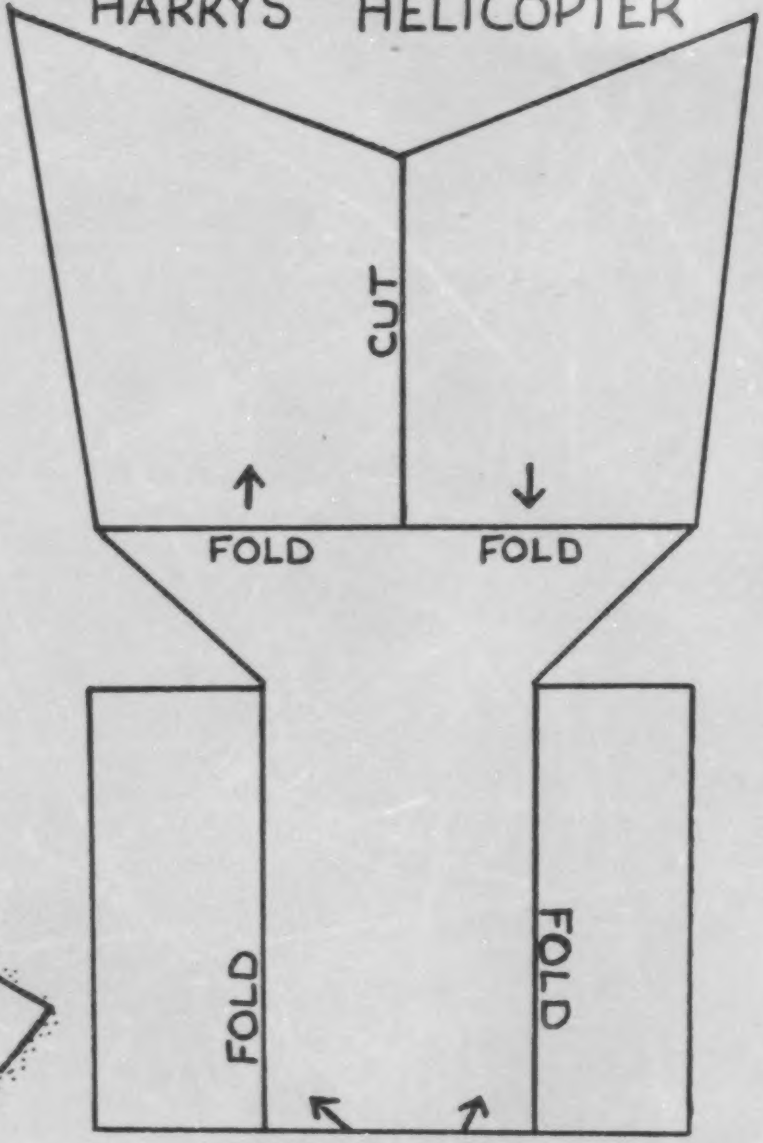
HARRY'S HELICOPTER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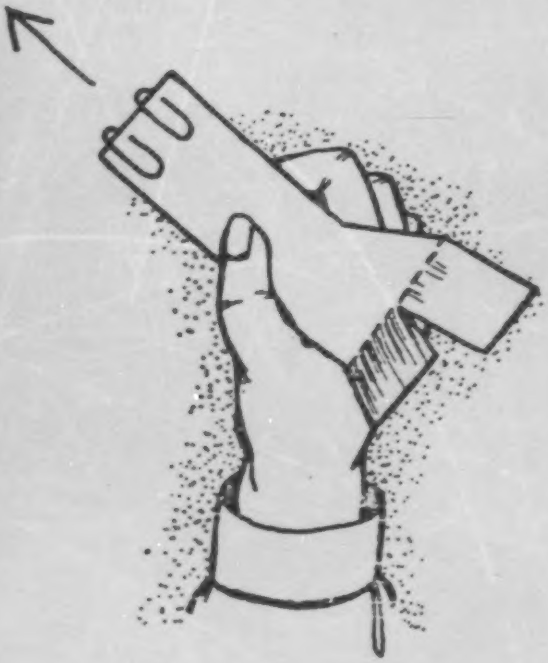
PUT PAPER CLIPS HERE
AFTER FOLDING



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DIRECTIONS: Read the following sentences. In each sentence a euphemism is used. Identify the word or words and suggest a more explicit word.

Example: The garbage was very odoriferous.
smelly, stinky, etc.

1. The police confronted the uncontrollable group in front of the school library at the time of the sit-in.

2. Old widow Jones is a carrier of tales.

3. The disabled man lost his legs in an accident. He was forced to sell pencils in the street.

4. This is a school for non-sighted persons.

5. The underprivileged children had no milk to drink.

6. Make up a sentence like those above using your own words.

Score

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NAME ______________________

DATE ______________________

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Example: The garbage was very odoriferous.
smelly, stinky, etc.

1. The police confronted the uncontrollable group in front of the school library at the time of the sit-in.

MOB

2. Old widow Jones is a carrier of tales.

GOSSIP

3. The disabled man lost his legs in an accident. He was forced to sell pencils in the street.

CRIPPLE

4. This is a school for non-sighted persons.

BLIND

5. The underprivileged children had no milk to drink.

POOR

6. Make up a sentence like those above using your own words.

(EVALUATED BY SPECIALIST)

Score ☐

ANSWERS MAY VARY

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DIRECTIONS: Underline the words in each paragraph which have a negative or emotional tone.

1. Maine has initiated a new program to keep out polluters and strengthen their anti-pollution laws. Capitalist oil companies that dirty and litter the shores will be banned from new development. Land grabbers, who butcher the landscape for profit, will be controlled by zoning laws. Weekend warriors hunting deer and maiming the animal population will be prosecuted. Litterbugs who decorated the forests with cans and garbage will be fined.

2. "Today's high cost of living affects everyone, city folk and farmers alike. Too many wives busy themselves boycotting the meat market and getting their pictures in the papers instead of staying home to prepare well-balanced meals at low cost for their families. My husband works hard in a factory packing metal all day. It's like a tin can, and he comes home sweating in the summer. Sure, we gripe and complain about prices. What are we getting for our money?"

3. "Teachers and principals have been ripping off their students with longer school terms. Now they want us to have a 12 month school year. We need a break during the hotter months. It would be a pain to drag school out longer. We need to be outside during warm weather, not in a classroom. Besides, we would graduate from school sooner and then not be old enough to get a decent job."

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST
354

NAME
DATE

DIRECTIONS: Underline the words in each paragraph which have a negative or emotional tone.

1. Maine has initiated a new program to keep out polluters and strengthen their anti-pollution laws. Capitalist oil companies that dirty and litter the shores will be banned from new development. Land grabbers, who butcher the landscape for profit, will be controlled by zoning laws. Weekend warriors hunting deer and maiming the animal population will be prosecuted. Litterbugs who decorated the forests with cans and garbage will be fined.

2. "Today's high cost of living affects everyone, city folk and farmers alike. Too many wives busy themselves boycotting the meat market and getting their pictures in the papers instead of staying home to prepare well-balanced meals at low cost for their families. My husband works hard in a factory packing metal all day. It's like a tin can, and he comes home sweating in the summer. Sure, we gripe and complain about prices. What are we getting for our money?"

3. "Teachers and principals have been ripping off their students with longer school terms. Now they want us to have a 12 month school year. We need a break during the hotter months. It would be a pain to drag school out longer. We need to be outside during warm weather, not in a classroom. Besides, we would graduate from school sooner and then not be old enough to get a decent job."

ANSWERS MAY VARY

Score ☐

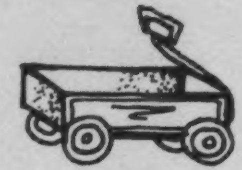
THE PCRS

POST-TEST
•429

NAME ____________________
DATE ____________________

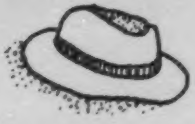
DIRECTIONS: Do these.

1. Put your name ______________________________.

2. Put an X over this 

3. Put a __________ under this ○

4. Put a □ after this X

5. Put a ○ on this 

Score □

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

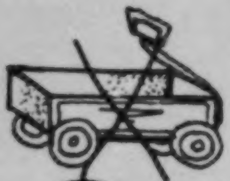
THE PCRS

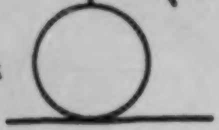
POST-TEST
429

NAME ______________________
DATE ______________________

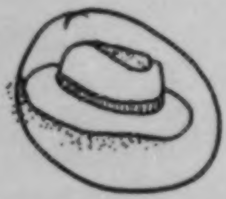
DIRECTIONS: Do these.

1. Put your name ______________________.

2. Put an X over this 

3. Put a ________ under this 

4. Put a ☐ after this X☐

5. Put a ○ on this 

Score

THE PCRS

POST-TEST
458

NAME ______________________________
DATE ______________________________

DIRECTIONS: Write each letter set in alphabetical order.

1. b s c t r x ___ ___ ___ ___ ___ ___

2. a u v e p n ___ ___ ___ ___ ___ ___

3. v r g h i l ___ ___ ___ ___ ___ ___

4. f y z w d k ___ ___ ___ ___ ___ ___

5. j m f t s l ___ ___ ___ ___ ___ ___

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME
DATE

POST-TEST
458

DIRECTIONS: Write each letter set in alphabetical order.

1. b s c t r x B C R S T X

2. a u v e p n A E N P U V

3. v r g h i l G H I L R V

4. f y z w d k D F K W Y Z

5. j m f t s l F J L M S T

Score

THE PCRS

NAME________________________

DATE________________________

POST-TEST

•459

DIRECTIONS: Fill in the blanks with the missing letters.

1. a ___ c ___
2. ___ x y ___
3. t ___ v ___
4. f ___ ___ i
5. k ___ ___ n
6. r ___ t ___
7. u ___ w ___
8. m ___ o ___

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME
DATE

POST-TEST
•459

DIRECTIONS: Fill in the blanks with the missing letters.

1. a B c D
2. W x y Z
3. t U v W
4. f G H i
5. k L M n
6. r S t U
7. u V w X
8. m N o P

Score

PT: 354

THE PCRS

POST-TEST
•461

NAME______________________________
DATE______________________________

DIRECTIONS: Circle yes if each set of words is in alphabetical order. Circle no if the set is not in alphabetical order.

1. apple, awful, asp yes no
2. bed, boat, brick yes no
3. candle, crock, cool yes no
4. dog, day, done yes no
5. effect, even, evil yes no
6. fruit, fog, fat yes no
7. steep, step, stamp yes no
8. itch, iron, idle yes no
9. nest, needle,neck yes no
10. rake, round, rude yes no

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

•461

NAME______________________________
DATE______________________________

DIRECTIONS: Circle yes if each set of words is in alphabetical order. Circle no if the set is not in alphabetical order.

1. apple, awful, asp yes [✓ no]
2. bed, boat, brick [✓ yes] no
3. candle, crock, cool yes [✓ no]
4. dog, day, done yes [✓ no]
5. effect, even, evil [✓ yes] no
6. fruit, fog, fat yes [✓ no]
7. steep, step, stamp yes [✓ no]
8. itch, iron, idle yes [✓ no]
9. nest, needle,neck yes [✓ no]
10. rake, round, rude [✓ yes] no

Score ☐

THE PCRS

POST-TEST
•462

NAME________________________
DATE________________________

DIRECTIONS: Put each group of words in alphabetical order.

1. race ____________
   girl ____________
   yard ____________
   nest ____________
   after ____________

2. around ____________
   run ____________
   Italy ____________
   thing ____________
   chicks ____________

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 357

THE PCRS

NAME ______________________
DATE ______________________

POST-TEST
•462

DIRECTIONS: Put each group of words in alphabetical order.

1.	race	AFTER
	girl	GIRL
	yard	NEST
	nest	RACE
	after	YARD

2.	around	AROUND
	run	CHICKS
	Italy	ITALY
	thing	RUN
	chicks	THING

Score ☐

THE PCRS

NAME ______________________
DATE ______________________

POST-TEST
•463

DIRECTIONS: Write each set of words in alphabetical order.

1. giant ____________
genius ____________
gilt ____________
given ____________
ginger ____________

2. volatile ____________
vote ____________
varmint ____________
voter ____________
vest ____________

2. waffle ____________
wonder ____________
worry ____________
women ____________
won't ____________

4. bottle ____________
border ____________
boxer ____________
bottom ____________
bomber ____________

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 359

THE PCRS

POST-TEST
•463

NAME
DATE

DIRECTIONS: Write each set of words in alphabetical order.

1.	giant	GENIUS
	genius	GIANT
	gilt	GILT
	given	GINGER
	ginger	GIVEN

2.	volatile	VARMINT
	vote	VEST
	varmint	VOLITILE
	voter	VOTE
	vest	VOTER

2.	waffle	WAFFLE
	wonder	WOMEN
	worry	WONDER
	women	WONT
	won't	WORRY

4.	bottle	BOMBER
	border	BORDER
	boxer	BOTTLE
	bottom	BOTTOM
	bomber	BOXER

Score ☐

THE PCRS

NAME__________________________
DATE__________________________

POST-TEST
•464

DIRECTIONS: Choose words from Column B that fit alphabetically in Column A.

COLUMN A

1. __________
2. brook
3. __________
4. gone
5. knock
6. __________
7. please
8. __________
9. ride
10. __________

COLUMN B

very

quick

mother

apple

clock

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME ______________________
DATE ______________________

POST-TEST
•464

DIRECTIONS: Choose words from Column B that fit alphabetically in Column A.

COLUMN A

1. APPLE
2. brook
3. CLOCK
4. gone
5. knock
6. MOTHER
7. please
8. QUICK
9. ride
10. VERY

COLUMN B

very

quick

mother

apple

clock

Score ☐

THE PCRS

POST-TEST
•466

NAME ______________________________
DATE ______________________________

DIRECTIONS: Read each word below. In the blank space write
(1) If it comes between A - I
(2) If it comes between J - R
(3) If it comes between S - Z

1. comet __________
2. jerk __________
3. bathe __________
4. leap __________
5. sleep __________
6. tuba __________
7. gnaw __________
8. we __________
9. unfold __________
10. quote __________

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST
•466

NAME ______________________
DATE ______________________

DIRECTIONS: Read each word below. In the blank space write
(1) If it comes between A - I
(2) If it comes between J - R
(3) If it comes between S - Z

1. comet 1
2. jerk 2
3. bathe 1
4. leap 2
5. sleep 3
6. tuba 3
7. gnaw 1
8. we 3
9. unfold 3
10. quote 2

Score ☐

THE PCRS

POST-TEST

·467

NAME ______________________________

DATE ______________________________

DIRECTIONS: Write the page number on which each of the following words is found in the dictionary.

1. husky ____________
2. absorbent ____________
3. Sinhalese ____________
4. feline ____________
5. instruction ____________
6. commute ____________
7. publicity ____________
8. sweet corn ____________
9. gridiron ____________
10. ravage ____________

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 365

THE PCRS

NAME ____________________
DATE ____________________

Self
Checking

POST-TEST
•467

DIRECTIONS: Write the page number on which each of the following words is found in the dictionary.

1. husky ____________
2. absorbent ____________
3. Sinhalese ____________
4. feline ____________
5. instruction ____________
6. commute ____________
7. publicity ____________
8. sweet corn ____________
9. gridiron ____________
10. ravage ____________

Score ☐

PT: 366

THE PCRS

NAME ____________________
DATE ____________________

POST-TEST
•468

DIRECTIONS: Copy the guide words on the following pages. **Use any dictionary.**

1. page 156
2. page 221
3. page 287
4. page 343
5. page 407
6. page 497
7. page 591
8. page 665
9. page 751
10. page 879

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME________________________
DATE________________________

Self
Checking

POST-TEST
•468

DIRECTIONS: Copy the guide words on the following pages. Use any dictionary.

1. page 156
2. page 221
3. page 257
4. page 343
5. page 407
6. page 497
7. page 591
8. page 665
9. page 751
10. page 879

Score

PT: 368

THE PCRS

POST-TEST

•469

NAME ______________________

DATE ______________________

DIRECTIONS: Read the words below. In the blank space beside each word write whether the word comes before, after, or on the dictionary page with the following guide words. daisy - evolve

1. dabble ____________
2. enter ____________
3. distant ____________
4. ewe ____________
5. develop ____________
6. dogma ____________
7. dog ____________

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 369

THE PCRS

NAME
DATE

POST-TEST
•469

DIRECTIONS: Read the words below. In the blank space beside each word write whether the word comes before, after, or on the dictionary page with the following guide words. daisy - evolve

1. dabble BEFORE
2. enter ON
3. distant ON
4. ewe AFTER
5. develop ON
6. dogma ON
7. dog ON

Score

THE PCRS

NAME ____________________
DATE ____________________

[illegible]
•470

DIRECTIONS: Select the correctly spelled word from the two phonetically spelled words. Verify your answer in the dictionary.

1. disconnected (dis' kə nekt' id) (dis' kə nek' tid)
2. giblet (jib' lit) (gib'lit)
3. guile (jil) (gil)
4. mezzanine (mez' ə nen') (mez'zə neen')
5. preferential (pre'fə r ən' shul) (pref' ə ren' shəl)
6. prodigious (prə dij' əs) (pro dij' eəs)
7. serpentine (sur' pən tin') (sur' pən ten')
8. surety shoor' i te) (shur' te)
9. turbulent (toor' bu lent) (tur' byə lənt)
10. unaccustomed (un' ə kus'təmd) (un' a cust' emd)

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS PT: 371

THE PCRS

NAME ______________________
DATE ______________________

POST-TEST

•470

DIRECTIONS: Select the correctly spelled word from the two phonetically spelled words. Verify your answer in the dictionary.

1. disconnected (dis' kə nekt' id) [✓ (dis' kə nek' tid)]
2. giblet [✓ (jib' lit)] (gib'lit)
3. guile (jil) [✓ (gil)]
4. mezzanine (mez' ə nen') [✓ (mez'zə neen')]
5. preferential (pre'fə r en' shul) [✓ (pref' ə ren' shəl)]
6. prodigious [✓ (prə dij' əs)] (pro dij' eəs)
7. serpentine (sur' pen tin') [✓ (sur' pən ten')]
8. surety [✓ (shoor' i te)] (shur' te)
9. turbulent (toor' bu lent) [✓ (tur' byə lənt)]
10. unaccustomed [✓ (un' ə kus'təmd)] (un' a cust' emd)

Score ☐

PT: 372

THE PCRS

NAME ________________________
DATE ________________________

POST-TEST
·472

DIRECTIONS: Using a dictionary of your choice divide the following words into syllables.

1. oxen ____________________
2. suspenseful ____________________
3. therapeutic ____________________
4. ruminant ____________________
5. recognition ____________________
6. moustache ____________________
7. fiesta ____________________
8. fiasco ____________________

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME
DATE

POST-TEST
•472

DIRECTIONS: Using a dictionary of your choice divide the following words into syllables.

1. oxen	OX/EN
2. suspenseful	SUS/PENSE/ful
3. therapeutic	THER/A/PEU/TIC
4. ruminant	RU/MIN/ANT
5. recognition	REC/OG/NI/TION
6. moustache	MOUS/TACHE
7. fiesta	Fi/ES/TA
8. fiasco	Fi/AS/CO

Score

THE PCRS

POST-TEST

•473

NAME______________________________
DATE______________________________

DIRECTIONS: Using a dictionary of your choice answer the questions below.

1. What is a runt?

____
____
____

2. What does, "The flood waters have subsided"mean?

____
____
____

3. Where would you find a purslane?

____
____
____

4. Would a plover fly?

____
____
____

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME ____________________
DATE ____________________

POST-TEST

•473

DIRECTIONS: Using a dictionary of your choice answer the questions below.

1. What is a runt?

   A STUNTED ANIMAL, PERSON, OR PLANT.

2. What does, "The flood waters have subsided"mean?

   GROW LESS; DIE DOWN; GROW LESS ACTIVE; SETTLE

3. Where would you find a purslane?

   IN THE WOODS; OUT DOORS (A COMMON PLANT).

4. Would a plover fly?

   YES (IT IS A BIRD WITH A SHORT BILL).

ANSWERS WILL VARY

Score ☐

PT: 376

THE PCRS

POST-TEST

• 474

NAME____________________________________

DATE____________________________________

DIRECTIONS: Study the following illustrations. Answer the questions.

koala (ko-a-la) n.

1. How does a baby koala travel?
2. What other animal does it resemble?
3. Does a koala stay on the ground?

penguin (pen'gwin) n.

1. What does a penguin use to swim?
2. What two colors is a penguin?
3. Does a penguin have a large head?

sloth (sloth) n.

1. Does a sloth live in extremely cold regions?
2. What is his likely position in navigating from place to place?
3. Does a sloth have a tail?

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS PT: 377

THE PCRS

NAME ____________________
DATE ____________________

Self
Checking

POST-TEST
• 474

DIRECTIONS: Study the following illustrations. Answer the questions.

koala (ko-a-la) n.

1. How does a baby koala travel?
2. What other animal does it resemble?
3. Does a koala stay on the ground?

penguin (pen'gwin) n.

1. What does a penguin use to swim?
2. What two colors is a penguin?
3. Does a penguin have a large head?

sloth (sloth) n.

1. Does a sloth live in extremely cold regions?
2. What is his likely position in navigating from place to place?
3. Does a sloth have a tail?

Score ☐

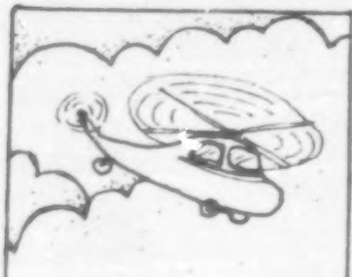
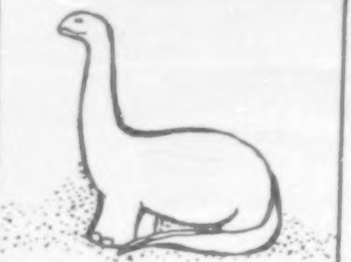
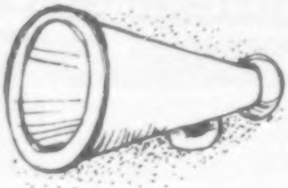
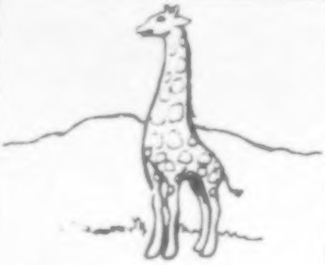
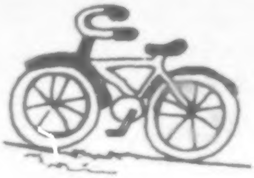
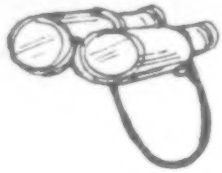
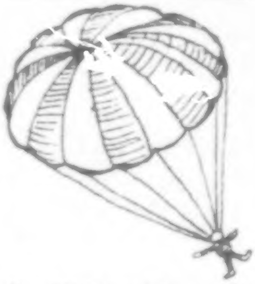
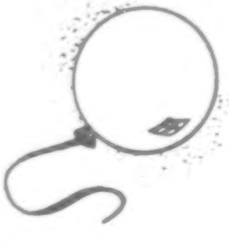
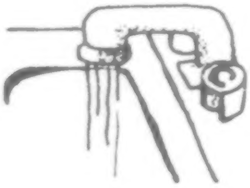
THE PCRS

NAME
DATE

POST-TEST

•475

DIRECTIONS: Under each picture the word for the picture is misspelled. Look the word up in the dictionary and copy the correct spelling.

 1. helicopper	 2. dinoesore	 3. magafone
 4. jirafe	 5. bycicle	 6. bienokulors
 7. pareshute	 8. baloon	 9. fawcett

Score

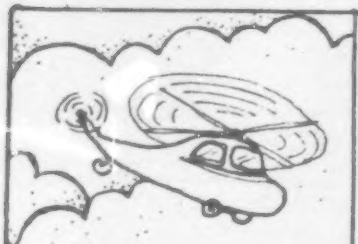
ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

NAME ______________________
DATE ______________________

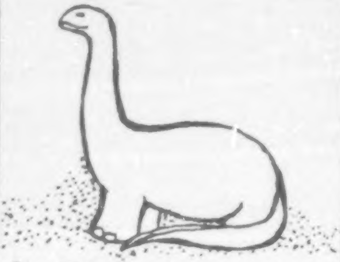
POST-TEST
•475

DIRECTIONS: Under each picture the word for the picture is misspelled. Look the word up in the dictionary and copy the correct spelling.



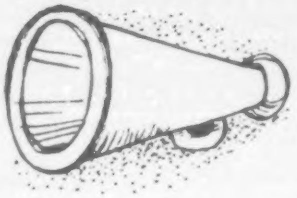
HELICOPTER

1. helicopper



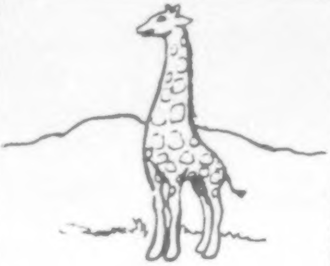
2. dinoesore

DINOSAUR



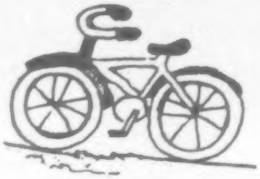
3. magafone

MEGAPHONE



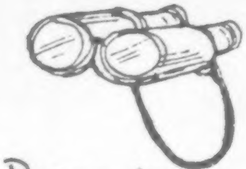
4. jirafe

GIRAFFE



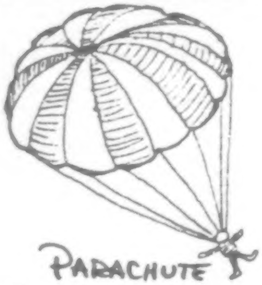
5. bycicle

BICYCLE



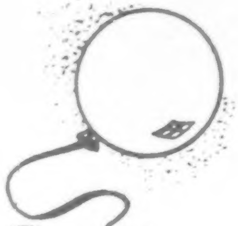
BINOCULARS

6. bienokulors



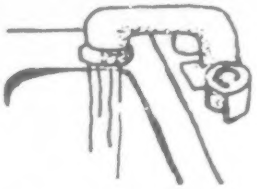
PARACHUTE

7. pareshute



BALLOON

8. baloon



FAUCET

9. fawcett

Score ☐

PT: 380

THE PCRS

NAME ________________________
DATE ________________________

POST-TEST
• 477
Page 1

DIRECTIONS: Read the following dictionary definition:

race[1] (*rās*), n. 1. a contest of speed in driving, flying, running, walking, etc: *A drag race, a mile race.* 2. any competition or contest to achieve something: *The race for the mayoralty.* 3v. to go, act or move with speed; hurry: *We'll have to race to get to school on time.* 4v. to cause to go fast: *To race the motor of a plane.* 5. to participate in a contest of speed: *to run a race.*

Indicate the appropriate meaning of race in the following sentences by assigning the correct number to each sentence.

1. Jack will race to the airport to meet the airplane at 2 p.m.
2. The event they enjoyed the most was the horse race at Ak-Sar-Ben.
3. The race for the presidency of the Senior Class was a close one.
4. It irritated Barb's folks when Vance would race the motor of his car while waiting for her.

(continued on page 2)

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS PT: 381

THE PCRS

POST-TEST

•477

NAME____________________________________

DATE____________________________________

DIRECTIONS: Read the following dictionary definition:

> race^1 *(rās)*, *n.* 1. a contest of speed in driving, flying, running, walking, etc: *A drag race, a mile race.* 2. any competition or contest to achieve something: *The race for the mayoralty.* 3v. to go, act or move with speed; hurry: *We'll have to race to get to school on time.* 4v. to cause to go fast: *To race the motor of a plane.* 5. to participate in a contest of speed: *to run a race.*

Indicate the appropriate meaning of race in the following sentences by assigning the correct number to each sentence.

1. Jack will race to the airport to meet the airplane at 2 p.m. 2
2. The event they enjoyed the most was the horse race at Ak-Sar-Ben. 1
3. The race for the presidency of the Senior Class was a close one. 2
4. It irritated Barb's folks when Vance would race the motor of his car while waiting for her. 4

(continued on page 2)

Score ☐

THE PCRS

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477
(page 2.)

NAME________________________
DATE________________________

boost *(boost)*, *v.* 1. to raise or lift by pushing from below or behind: *Jim will boost up Ron to the cherry tree.* 2. to promote or to help by speaking well of: *The coach always boosts the football team.* 3. to raise or increase: *The grocer had to boost the prices on many items last week.* - *n.* 4. a lift, an upward shove or lift: *He gave the little girl a boost onto the merry-go-round.* 5. an increase or rise: *Every week sees a boost in meat prices.* 6. A remark or an act that helps, promotes or encourages: *Having so many people attend the ball game gave the players a real boost.*

Indicate the appropriate meaning of boost in the following sentences by assigning the correct number to each sentence.

1. Boost your home town always!
2. The principal gave Jerry a boost when he hailed him by name.
3. The boost in prices never seems to stop.
4. The kind man gave the little tyke a boost to the tall water fountain.
5. Alan will boost Jeff over the high fence.
6. The custodian will boost the flag over the building.

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NAME______________________________

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477
(page 2.)

boost *(boost)*, *v.* 1. to raise or lift by pushing from below or behind: *Jim will boost up Ron to the cherry tree.* 2. to promote or to help by speaking well of: *The coach always boosts the football team.* 3. to raise or increase: *The grocer had to boost the prices on many items last week.* - *n.* 4. a lift, an upward shove or lift: *He gave the little girl a boost onto the merry-go-round.* 5. an increase or rise: *Every week sees a boost in meat prices.* 6. A remark or an act that helps, promotes or encourages: *Having so many people attend the ball game gave the players a real boost.*

Indicate the appropriate meaning of boost in the following sentences by assigning the correct number to each sentence.

1. Boost your home town always! 6
2. The principal gave Jerry a boost when he hailed him by name. 2
3. The boost in prices never seems to stop. 5
4. The kind man gave the little tyke a boost to the tall water fountain. 1
5. Alan will boost Jeff over the high fence. 1
6. The custodian will boost the flag over the building. 4

THE PCRS

POST-TEST

•503

NAME________________________

DATE________________________

DIRECTIONS: Circle the picture that does not fit with the others in the row.

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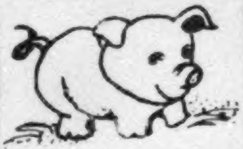
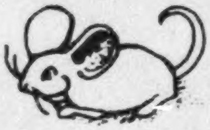
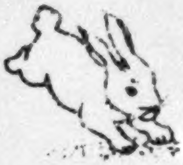
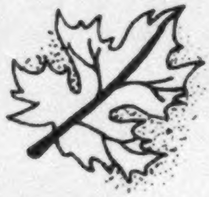

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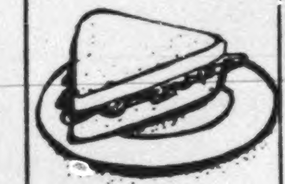
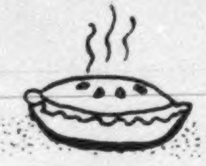
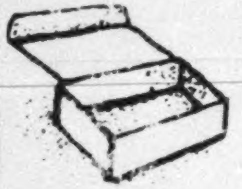
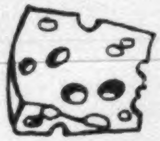

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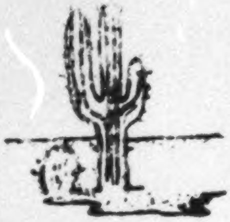
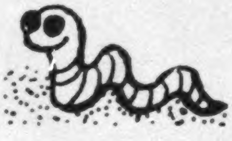
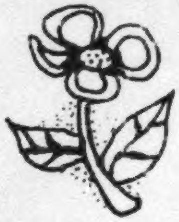
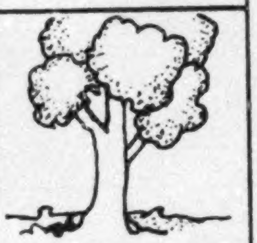

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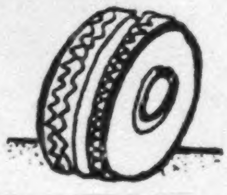
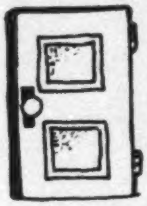
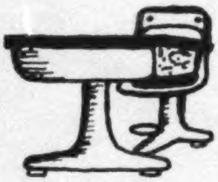
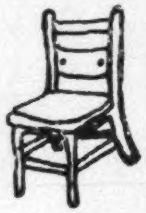

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

THE PCRS

POST-TEST

•503

NAME ______________________________

DATE ______________________________

DIRECTIONS: Circle the picture that does not fit with the others in the row.

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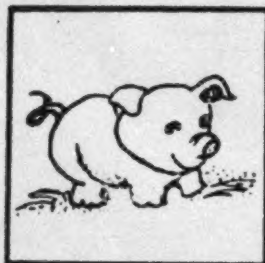
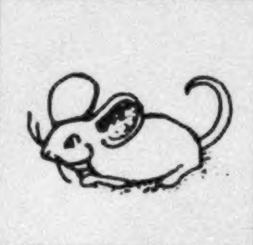
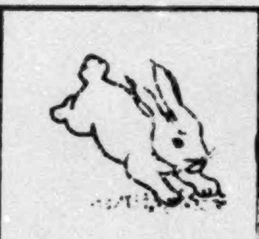
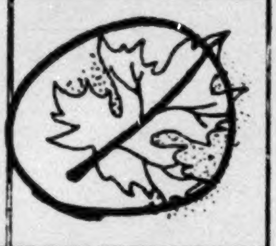

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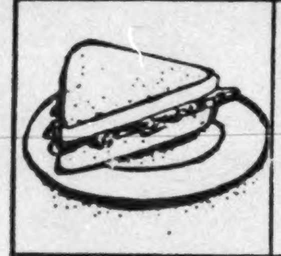
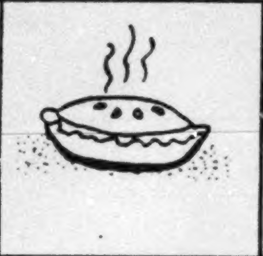
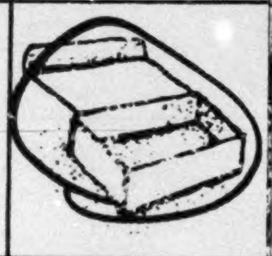
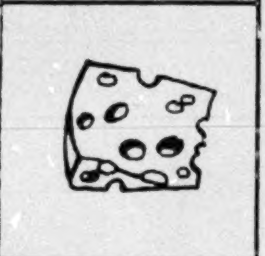

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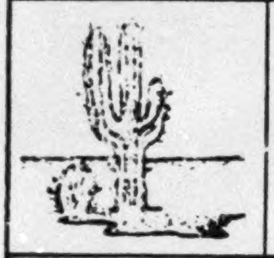
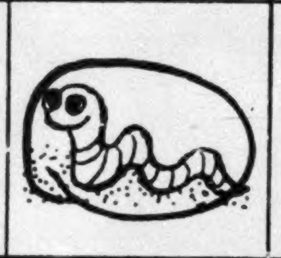
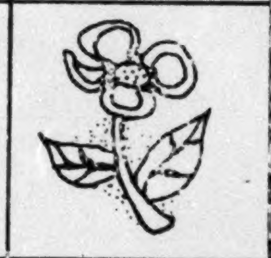
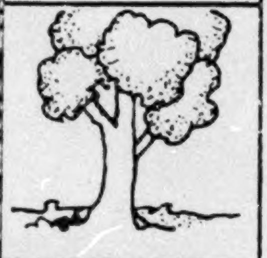

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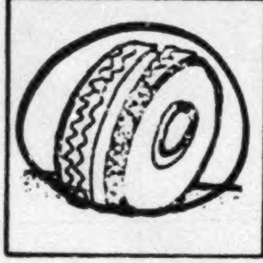
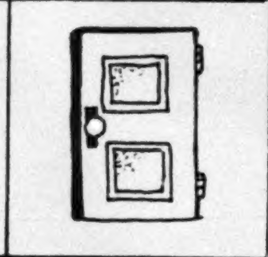
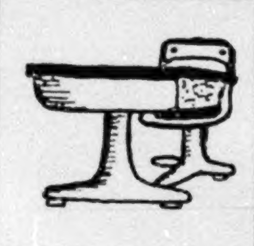
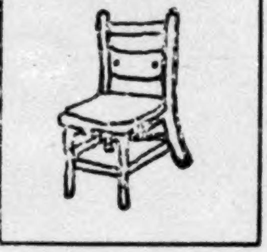

Score ☐

THE PCRS

POST-TEST
•506

NAME ______________________________
DATE ______________________________

DIRECTIONS: Read the story. Then draw a line from the words in Column I to match them with the topics in Column II.

Geologists think of three major types of rock. Sedimentary rock is formed by small particles of minerals and animal matter that collect on the bottoms of lakes and oceans. After millions of years the particles are pressed into rock. Sandstone, slate, and limestone are three sedimentary rocks. Another type is igneous rock. Igneous means "fire formed." These rocks come from deep in the earth where high pressure heats the rock to molten mass. When this magma cools it forms igneous rock. Lava from volcanoes is one type of igneous rock. Metamorphic rock is a type which is changed or welded together by great pressure and heat deep in the earth. Metamorphosis means change . Marble is a metamorphic rock made from limestone.

Column I	Column II
1. animal matter	a. Metamorphic rock
2. sandstone	
3. lava	
4. change	
5. magma	b. Igneous rock
6. fire formed	
7. marble	
8. slate	
9. volcano	c. Sedimentary rock
10. bottoms of oceans	
11. molten mass	
12. welded together	

Score ☐

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS PT: 387

THE PCRS

POST-TEST

•506

NAME ________________________________
DATE ________________________________

DIRECTIONS: Read the story. Then draw a line from the words in Column I to match them with the topics in Column II.

Geologists think of three major types of rock. Sedimentary rock is formed by small particles of minerals and animal matter that collect on the bottoms of lakes and oceans. After millions of years the particles are pressed into rock. Sandstone, slate, and limestone are three sedimentary rocks. Another type is igneous rock. Igneous means "fire formed." These rocks come from deep in the earth where high pressure heats the rock to molten mass. When this magma cools it forms igneous rock. Lava from volcanoes is one type of igneous rock. Metamorphic rock is a type which is changed or welded together by great pressure and heat deep in the earth. Metamorphosis means change. Marble is a metamorphic rock made from limestone.

Column I	Column II
1. animal matter	a. Metamorphic rock
2. sandstone	#4, 7, 12
3. lava	
4. change	
5. magma	b. Igneous rock
6. fire formed	# 6, 5, 3, 11, 9
7. marble	
8. slate	
9. volcano	c. Sedimentary rock
10. bottoms of oceans	1, 10, 2, 8.
11. molten mass	
12. welded together	

Score

PT: 388